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ABSTRACT

This manual contains 32 hours of training to provide Peace Corps trainees with background for their role as volunteers in the development of another country. Section 1 is a guide for trainers that provides an overview of the content and methodologies used in the manual and a collection of information on training techniques. Section 2 is a brief summary of the purpose, knowledge, and skills developed in each session and the total time required for the session. Section 3 includes a complete design for each of 12 sessions. Each outline consists of a rationale, time requirements, goals, trainer presentation, materials, prepared newprint, handouts, and procedures. At the end of each session are the handouts to be used. Topics are perspective on development, dynamics of development, information gathering as a development tool, facilitating development--the role of the volunteer, nonformal education as a development tool, problem solving, working with others--volunteer styles and approaches, community analysis, community leadership, project development--planning/management, responsibilities of a development worker, and summary. Section 4 provides abbreviated session outlines for use by experienced trainers in developing training. Section 5 is a collection of all the handouts to be used during training. They are collected to facilitate duplication. (YLB)

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TRAINING FOR DEVELOPMENT

The New Role Of The Volunteer In Development

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Peace Corps

THE NEW
ROLE OF THE VOLUNTEER IN DEVELOPMENT
MANUAL

by

Jan Elster
Steven Joyce
Linda Spink

Printed By:
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Information Collection and Exchange
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A heartfelt thanks goes to Prudence Merton and other support staff for their many hours spent typing, editing and reformatting of the manual.

Linda Spink
Associate Training Specialist
Office of Training and Program
  Support
1984

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INTRODUCTION

This manual is a revised and expanded version of the previous Role of The Volunteer in Development Manual. Using the results from a field survey we have made changes in both the content and format of the manual. It contains 32 hours of training material on the following topics:

1) defining development,
2) identifying causes and interrelatedness of development problems,
3) ways Volunteers can effect development,
4) non-formal education & development,
5) working with groups,
6) problem solving, information gathering,
7) community analysis,
8) identifying and enlisting support of community leaders, and
9) project planning and management.

You will find that throughout this manual we have dealt with the concepts of Women in Development (WID) as integral to defining and planning development projects. Our position is that any development effort must examine how it will involve men, women, children, and the elderly of any given community and the effect it may have on each of them.

Another important change in the manual has been the deliberate effort to increase the participation of host country representatives in the sessions. Ideally, co-trainers - one host country representative and one North American - will deliver the sessions. However, if the sessions are delivered by someone other than a host country representative, we have indicated where it would be helpful to have his/her input.

With a quick glance through the manual you will notice a significant change in the design format. We have written this manual for the "typical" Peace Corps trainer - someone with strong technical Volunteer experience and a minimum of process training expertise. Keeping this in mind, we have provided detailed session designs which help a trainer to understand the intent and purpose of specific activities and questions. Using these design outlines, a less experienced trainer will be better equipped to deliver these generic training sessions.

Although we have geared the detailed session designs for the less experienced trainer, we have also tried to meet the needs of more experienced Peace Corps trainers by providing abbreviated session outlines at the end of the manual. A trainer familiar with Peace Corps training can use these brief outlines as a base from which to develop and conduct the generic training sessions.

For easy access to specific materials, the manual has been divided into five separate sections.

Section one, a Guide for Trainers, is an overview of the content and methodologies used in the manual and a collection of information on training techniques. This section may serve as a refresher for the more experienced trainer and a helpful guide for the newer trainer.

Section two, an Overview of the Sessions, is a brief summary of the purpose, knowledge, and skills developed in each session and the total time required for the session.

Section three, the Detailed Session Designs, includes a complete design for each session. At the end of each session design you will find the handouts used in the session; these are placed here for easy reference.

Section four, the Abbreviated Session Outlines, provides a sketch of the session goals and activities. For detailed process notes on how to run the session, complete with sample newsprints and lectures, you are encouraged to refer to section three.

Section five, the Session Handouts, is a collection of all handouts to be used during the training. We have collected them here to facilitate duplication. All handouts are labeled with the corresponding session titles.

This manual was made possible by your collective experience with previous materials. We anticipate that you will have new ideas and suggestions for future manuals and would like to hear them. Please complete the attached evaluation form and return it to the Office of Training and Program Support.

GUIDE FOR TRAINERS

INTRODUCTION

GUIDE FOR TRAINERS

This Guide is designed to help you, as trainer, become familiar with the manual. It also offers you guidelines on how to prepare yourself for your role. This section should be read thoroughly before reviewing the sessions.

The sections of the Guide for Trainers are as follows:

Part I	Introduction
Part II	Methodology
Part III	Content
Part IV	Structure
Part V	Responsibilities of the Trainer
Part VI	Suggestions for the Trainer
Part VII	Training Techniques
Part VIII	Assessment
Part IX	Glossary of Training Terms

Supplemental Readings:

Supplement 1A	Experiential Learning
Supplement 1B	Integrated Training
Supplement 1C	From *Freedom to Learn*
Supplement 1D	The Effective Trainer
Supplement 1E	Discussion Group Leadership
Supplement 1F	What to Observe in a Group

GUIDE FOR TRAINERS

I. INTRODUCTION

This manual has been developed especially for Peace Corps trainers overseas. One advantage for the less experienced trainer is that its design offers step-by-step procedures on how to run each session contained in the manual. Therefore, it can be used by those with limited training experience as well as adapted for use by more experienced trainers. For more experienced trainers, the "Advanced Trainer Guides" provide an overview of each session that can be easily adapted by the trainer who is already accustomed to training design and delivery. In either case, you need to familiarize yourself with the structure, style, and content of the sessions. This section will help you in familiarizing yourself with how to manage and conduct the sessions.

II. METHODOLOGY

The lesson plans in the manual do not use traditional classroom techniques. Based on the theory that adults learn most effectively by doing rather than seeing or hearing, the approach is experiential and participatory. You will be more of a facilitator of exercises, discussions, and events than a traditional lecturer or teacher imparting information. Much of the information, conclusions, and strategies that the participants take with them after the sessions will help them draw conclusions and plan strategies. The basis for your work will be the many structured exercises contained in the manual. There is a good deal of group work, exercises, and discussions, and a minimum of lecture. Non-formal education techniques are applied so that you can use the manual with individuals of varying levels of knowledge and experience.

III. CONTENT

This manual is designed to provide Peace Corps trainees with background for their role as a Volunteer in the development of another country. The manual is developmental in that it first defines the basics of development and then builds into a discussion of ways to prepare effectively for the Volunteer's important role, and the implications of that role.

For those trainees (or participants, as they are referred to throughout the sessions) who have attended a CAST/CREST, this manual follows up on what they learned. It provides continuity without being repetitive. Alternative designs are offered in each session for participants who have not attended CAST/CREST. They are provided with the basics that are usually offered in CAST. (See Overview of all Sessions.)

The manual is also designed to use the Skills Inventory Workbook. It provides participants with the opportunity to examine their skills and determine how to improve them and/or requires new ones at three crucial points during the program. See the workbook, which follows the Guide for Trainers, for instructions on how to use it.

IV. STRUCTURE

The 14 sessions contained in the manual represent approximately 32 hours of training. There are a number of ways you can present the training, and it is up to you to choose the most appropriate one for your group. It is advised that you integrate these sessions throughout your pre-service training. Trainer's Responsibility 4, described in the next section of this Guide, will provide you with suggestions on how to integrate the sessions.

Each session follows the same format. Each of the sessions contained within each module is structured with these components:

- RATIONALE FOR TRAINING SESSION - Gives the reasons why the session was developed and any background information that might help you to explain why you are spending time on the topic.
- TOTAL TIME - Indicates the approximate total time, including breaks, the session will take to complete.
- GOALS - Outlines the 3-5 purposes of the module. Also serves as a basis for you to make newsprint on goals to use at the beginning of each session so the participants will clearly understand what they will learn and what is expected of them.
- TRAINER PREPARATION FOR SESSION - Describes what you yourself need to do to get ready to lead the session.

- MATERIALS NEEDED - Lists all of the resources you will need to run the session. Materials such as newsprint and markers will be indicated first. There will also be a list of handouts for participants to take with them to learn more about a certain subject.
- PREPARED NEWSPRINT - Tells you how many newsprints to prepare, and which steps within the lesson plan call for newsprint.
- PROCEDURES - The procedures in each lesson plan are explicit and detailed, and will easily "walk you through" the steps of making the lesson happen. There is a two-inch column on the side of the page next to the instructions which allows you to take notes and/or summarize each step in your own words. This is crucial to leading the session comfortably when the time comes.
- TRAINER'S NOTE - Will list any special things you should do to make the session work well. Notes to trainer are found within the body of the lesson plan.
- SYMBOLS - Two different symbols are used at specific points in each session:
  - * tells you that the word is defined in the glossary at the back of the Guide for Trainers.
  - ** indicates that you can look for an explanation of the concept in the trainer reference.

V. RESPONSIBILITIES OF THE TRAINER

You, as workshop leader or trainer, have six basic responsibilities:

1. Become familiar with the content and methodology of the manual.
2. Train yourself on how to use it as is, and/or adapt sessions to meet you and your Volunteers' special needs.
3. Incorporate ideas and opinions of host country nationals.
4. Integrate the sessions in the manual into your Pre-Service Training Program.

5. Prepare other trainers and co-facilitators on how to use the manual.

6. Run the sessions.

Responsibility 1: Become familiar with the content and methodology of the manual.

The easiest way to obtain an overview of the entire manual is to read the first page of each module, which summarizes its content. It is also important that you become thoroughly familiar with the exercises and handouts well before you present each module, so that you have achieved mastery of the contents and process. You are given a possible script to use, which appears in bold print. You need to adapt the script to your own words so that your presentation is comfortable for you. Use the margins that have been provided to do this.

The knowledge that you have of adult learning theory, group development, and leadership techniques can enhance your comfort as well as your ability to lead the sessions. You do not have to be an expert to lead the sessions, as they are explained in the manual. However, your interest in and knowledge of innovative, experiential, and non-traditional (non-classroom) approaches will help you utilize the manual more comfortably. Since you will be the primary trainer or leader, a self-instructional learning packet is provided here as Supplements 1A through 1F. It contains readings on learning theory and group development. Read them before you examine the modules themselves. If additional trainers will be running any of the other modules, ask them also to read the articles so that you have some common ground in your knowledge of the theory on which the manual is designed. Keep in mind that these readings represent only a very basic overview of the topics they represent and are not meant to make you an "expert." Seek further resources if a certain subject interests you or you need more background. The readings are as follows:

1A	Experiential Learning
1B	Integrated Training
1C	From Freedom to Learn
1D	The Effective Trainer
1E	Discussion Group Leadership
1F	What to Observe in a Group

Responsibility 2A: Train yourself on how to use the manual.

If you are new to the field of training or have limited experience, become familiar with the style in which the manual is written. Review how the instructions appear and the format that is consistently used for each module and session. The longer versions of the sessions in the manual are to work for you and to help you work with ease. Remember to look at the TRAINER'S NOTES which appear throughout, and remind you of special steps that need to be taken.

Keep in mind that the training sequence within each module is designed to

(1) provide participants with basic information or an introduction;

(2) allow them to work through an activity (be it individual or group) to reinforce basic information or experience; and

(3) provide a processing phase. The processing phase is to help participants reflect on what they have learned, to generalize the learnings, and to discuss how they can apply these learnings to their work situations and community. (See Part VII for more on processing.)

Please remember that each of these phases is important. In fact, the lesson will not have its intended impact unless all the phases are implemented. Do not try to cut corners by cutting out a phase. It will affect the attainment of the intended objectives.

Responsibility 2B: Adapt the session to fit both your and your participants' needs.

If you already have extensive training background, you may find that the step-by-step style in which the sessions are explained is oversimplified for your needs. In this case, just refer to the "Advanced Trainer Guides." (You can also use the Guide for Trainers and/or detailed lesson plans to train other less experienced staff.)

Responsibility 3: Incorporate ideas and opinions of host country nationals.

The manual has been designed to be easily used by trainers in any country. It provides a framework for development. However, your ability to present the information so that it reflects the host country will be the key to making the sessions culturally specific and appropriate. There are many opportunities to do this throughout the sessions, and your responsibility is to incorporate these country-specific opinions, information, trends, and cultural aspects. If you are not a host country national, you may find the following methods to be helpful.

- Review the sessions with various host country individuals and "interview" them regarding topics. One example involves Session 1, which calls for an overview of development. The ideas of more than one host country representative are important, since everyone brings varied information and perspectives. You can present a collective overview during the session, since you may be the only trainer there.
- Invite different host country nationals to the session and use them as resources to answer questions and/or give opinions. Use language teachers, technical and cultural coordinators, office staff, or individuals from the community.
- Ask language and culture teachers to integrate the topics covered in your sessions into their language classes. For example, if you are covering topics such as information gathering, see that language and culture teachers talk in their classes about the cultural norms of informal interviewing in the host country.

However you decide to incorporate the ideas and information of varied host country individuals, remember that doing so is the key to making these materials appropriate. They can be used anywhere Peace Corps Volunteers are being trained. How effective they are in terms of country-specific information depends on how much you utilize the resources around you to make country-specific entries. There are points throughout the sessions, "+" where it would be possible and beneficial to use host country persons as resources, or to make sure that the issues are included in language and/or cultural sessions.

Responsibility 4: Integrate the sessions in the manual into your overall pre-service training program.

The sessions in this manual can be logically placed (or integrated) throughout your pre-service training program. In planning PST, you can choose in which weeks and next to which language, cross-cultural, and technical sessions they should be placed. The goal is to have the sessions logically integrated so they can be discussed in other components and not isolated in one session. Supplement 1B, "Integrated Training," will give you guidelines and a sample PST calendar to help with this integration.

Responsibility 5: Prepare other trainers and co-facilitators on how to use the manual.

The majority of exercises can be run by one person in front of the group. However, in order to monitor small-group work, and so that you have others to help you with materials, handouts, and intricate, culturally specific topics, or topics that merit various points of view, it is a good idea to have at least one or two backup people; or you may want to share the lead trainer responsibility with another trainer. However, if you decide to do this:

(1) make sure that you are on the same wavelength with both your co-trainer and your backup people. That means that you are a team and understand the goals and how you will reach them; and

(2) ensure that all staff members understand their responsibilities (leading sessions, monitoring groups, preparing handouts, acting as resources, etc.) It is up to you to determine these roles and to communicate them clearly to the individuals involved.

In your responsibility of determining who will be doing the up-front training and who will be backups, you must also build a team among yourselves and prepare the team members to perform their responsibilities. One way to do this is to hold a meeting, before conducting the sessions, with all of the staff who will be assisting you. Make sure to cover the following areas:

- Time for staff to become acquainted (if necessary)

- Overall goals of the session(s)
- How the session will be run
  - methodology
  - structure
- Agendas (schedule for session(s))
- Roles (include one for everyone)
- Questions, clarification of any concepts

Another way to help staff work effectively as a team is to hold a brief staff meeting at the end of each training day. Discuss the following topics:

- Feedback for trainer and co-trainer (what he/she did well, poorly)
- Achievement/non-achievement of workshop goals
- Problems, special issues
- Review (walk through) of how the next day's (week's) session will be run, with discussion of roles

Responsibility 6: Run the sessions.

If you have done your homework so far, the fulfillment of this responsibility should come naturally to you! However, if you are a trainer who is new to the field, the next section provides information that may help even more in running effective sessions.

VI. SUGGESTIONS FOR THE TRAINER

In preparation for each session:

1. Remember that groups always vary. Research your audience to make sure the materials in the manual are appropriate to use with them. In some cases, the materials will need to be modified because of varying levels of expertise, sophistication, background, and experience of a given group. Be cautious in examining the materials. Think how each exercise will

be viewed and/or accepted by the group. It is up to you to modify materials as necessary to meet the needs of the group.

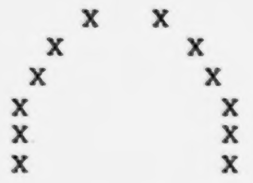
2. Become familiar enough with each session so that you understand the exercises and contents well enough to run it with ease. If you do not feel comfortable with a certain exercise, alter it so that it suits you, yet still meets the objectives.

3. Prepare an outline, or notes in the margin, to help you remember important points.

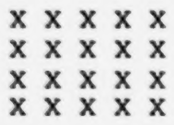
4. Make sure you have all the necessary equipment, prepared flip charts, and other materials.

5. Complete the following tasks before the participants arrive:

   a) Set up a seating arrangement that best suits the group and number of participants. Avoid using desks and tables. They can get in the way of group movement and interaction. Keep them on the sides of the room in case participants want to use them for writing when they are working on individual or small group tasks.



Horseshoe Style



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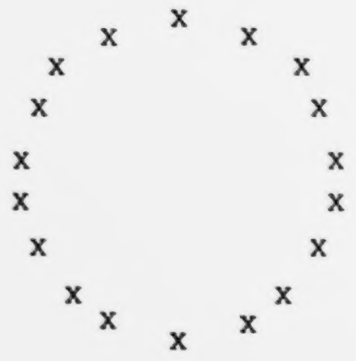

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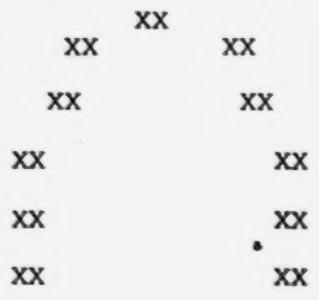

Double Horseshoe

b) Put the newsprint stands or chalkboard in a place where everyone can see them and where you can comfortably use them.

c) Hang your prepared newsprint on the stand, covered by sheets of blank paper, or hang the newsprint on the walls folded with the bottom half covering the top so that they will be readily available when you need them.

d) Place the exercise sheets and handouts you will be using in order on a shelf or table so you can reach them easily when you want to distribute them.

During each session:

1. To establish a tone of comfort, start each session with some sort of climate-building opening, be it a statement of yours, an anecdote, an "ice-breaker" exercise, or a review of the previous session.
2. Acknowledge everyone's experience and try to encourage participation. Quiet participants might be drawn out with questions like: "What has your experience been?" or "How do you feel about it?"
3. Remember your role as a facilitator. Allow individuals time to make their points. Your role is to encourage their learning, not to dominate discussions.
4. Try to maintain the schedule and time frames as much as possible. Keep control of what is happening and be firm, yet not abrupt, if you need to bring people back onto the subject.
5. Make sure your co-trainers or host country resource people understand their roles and what you expect of them so they can respond as needs arise.

VII. TRAINING TECHNIQUES

The following paragraphs describe some of the training techniques required in the sessions. Read them as an introduction and refer to them later as you study how to run the respective exercises.

1. STRUCTURED EXPERIENCE. Almost all of the activities in the manual are structured exercises. A structured exercise is an experiential learning activity that is designed to achieve a certain purpose. Based on the theory that individuals learn most effectively by doing, structured exercises are designed to allow the learner to participate in an activity. You, as trainer, may help facilitate the learning, but the participant must learn for him/herself. This method is based on the premise that guided experience (the structured exercise you will facilitate) is the best teacher. After a structured exercise, you, as trainer, must allow enough time for the "processing" stage, in which you help them discover what they have learned so that they are sure to share, integrate, and apply what they have learned to their daily lives.

2. PROCESSING is the technique you will use to help participants make generalizations, discuss what they have learned, and state how the learnings can be used in their respective work, community, or home situations. The learning in each session is designed to take place in the following sequence:

    1. Introduction or information is provided.

    2. Participatory activity (structured exercise) takes place.

    3. Processing is done.

   It is important that the processing stage never be deleted. Every exercise provides you with basic processing questions you can use. Your role is to ask questions, carefully listen to the responses, and help people come to conclusions about what they have learned.

   Besides using the questions with which you are provided, you can also ask participants:

    - What have they learned?

    - What have they discovered?

    - What have they noticed?

    - What have they realized?

- How can they use this information/knowledge in their work place or community?

When responding to such questions, ask participants to respond with "I learned," "I discovered," etc. The key in processing is to ask open-ended questions that make people think about their responses, instead of answering with a simple "yes" or "no."

3. LECTURETTE. A lecturette is a brief, carefully prepared oral presentation of information which you offer for the purpose of having others understand the information or to motivate or influence the attitudes of the listeners. Sometimes your opening statement, explaining what the group will be doing during the session, or the explanation of the topic, is done in lecturette form.

4. GROUP DISCUSSION is a conversation and deliberation about a topic among two or more participants under the guidance of a trainer. It is a time for the individual participant to share his/her ideas and experiences with others.

   Because two of the purposes of the manual are to help participants share information and give them the opportunity to jointly design strategies, you will see group discussion used often as a technique. It is useful for involving the entire group, and pooling the abilities, knowledge, and experience of all to reach a common understanding, conclusion, or strategy.

   When you are leading a large group discussion with all the participants, it is your responsibility to keep it going, to ask the questions, and to keep participants on track. Each time an exercise necessitates processing with the entire group, you are given questions to use. You should try to establish and maintain an atmosphere in which participants feel they can comfortably disagree, try out new ideas, discuss their own experiences, and propose conclusions, solutions, and strategies.

   There are many cases of small group discussions where groups of only four through seven work on a task. In this case, your responsibility is to make the instructions clear and let the groups work on their own.

A natural leader will usually emerge in each group. However, you and other co-trainers can "float" from group to group to make sure the assignment is being done correctly. At the end of the small group discussion, the conclusions or ideas from each group are usually reported to the large group.

5. ROLE PLAYING is a training technique in which participants act out a situation without a script in front of the rest of the group. In order to decide what they will say and do in the role play, participants are given a situation described in detail and assigned a role to play. Role players and observers are aware of the general situation, but individual role players may be the only ones aware of the intricacies of their respective roles. The intricacies are either told to the role players individually, or written on a slip of paper for each role player. After the role play is completed, it is discussed by the entire group.

   Role playing can be used to examine delicate problems, to explore solutions, and to provide insights into attitudes differing from those of participants.

   Sometimes participants are too self-conscious to role play. Others tend to "overact." Allow people to volunteer for roles, never assign or appoint them to roles. In briefing the role players, tell them to try to stay close to the role and to act it out as realistically as possible. To "put them in role," put a name tag on them that shows who they are playing.

   When people have finished role playing, it is important to de-role them and to tell them they are no longer in role before discussing the role play. "De-roling" can be done by asking the players to move out of their seats or situations, and removing any role name tag. Tell them clearly the role play is over and they are to go back to being themselves.

6. BRAINSTORMING involves asking the group to generate ideas, words, or phrases about a given topic. Spontaneous thinking is encouraged, and as the participants offer their ideas rapidly and spontaneously, you will often write them on a flip chart. No idea is dismissed or criticized, for the purpose

is to obtain as many ideas as possible and to stimulate thinking and participation.

7. PARAPHRASING is restating in your own words or behavior what another person's statement means to you, followed by his/her agreement that you succeeded in grasping the meaning. This helps that person clarify what s/he said and indicates your understanding of what s/he said. Too often people add to what others say without being really clear that they understand what was meant.

An example of paraphrasing:

Participant:	"I find this training is terrible!"
Trainer:	"Oh, you really don't like these activities."
Participant:	"No, I like these activities, I just find it uncomfortable remembering how I once acted in an organization."
Trainer:	"You like the training, even though you feel uncomfortable about parts of it."
Participant:	"Yes."

VIII. ASSESSMENT

It is important for you to be aware of how well you are doing in your role, to continually survey the progress of your sessions, and to remain aware of the attitudes, needs, and interests of your participants. Although you already have so many time-consuming responsibilities inherent in your role, you often must expend additional energy to seek feedback from the participants on how they perceive the training they are receiving. The Session Assessment Form is a sample tool you can use to help you obtain this feedback. You may want to alter it to suit your needs by changing the questions to get information you specifically need or want. At the end of each session you want to evaluate, ask the participants to spend 5 to 10 minutes and fill out the form. From the responses you get you will be able to determine which methods are working and/or what needs to be changed for the next day or next workshop. Stress to the participants that they do not have to sign their names.

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SESSION ASSESSMENT

PLEASE RATE THE SESSION USING THE SCALES PROVIDED AND ADD ANY COMMENTS.

1. Clarity of the objectives of the day's sessions.

1	2	3	4	5	6	7	8	9
Unclear								Very Clear

Because____

2. Achievement of objectives.

1	2	3	4	5	6	7	8	9
Very poor								Well done

Because____

3. Effectiveness of lead trainer.

1	2	3	4	5	6	7	8	9
Very poor								Excellent

Because____

4. Effectiveness of methods used.

1	2	3	4	5	6	7	8	9
Ineffective								Very effective

Because____

5. Usefulness of exercise sheets and handouts.

1	2	3	4	5	6	7	8	9
Not useful								Very useful

Because____

____

6. Usefulness of the day's sessions to help you in your workplace or community.

1	2	3	4	5	6	7	8	9
Largely irrelevant to my work & life as a Peace Corps Volunteer								Highly useful for my work & life as a Peace Corps Volunteer

Because____

____

7. In the space below, write any comments or criticism you would like to give the staff as individuals or as a group.

____

____

____

8. What could have made these sessions more worthwhile for you in relation to the job you have in your workplace and/or community?

____

____

____

9. What specific sessions or activities did you find most helpful to you in your work and life?

____

____

____

IX. GLOSSARY OF TRAINING TERMS

Each time a new training term is used in the manual, it will be highlighted with the symbol * to remind you to refer to this glossary.

BREAK INTO GROUPS - A large group divides into several small groups or pairs.

BRIDGE - The statement the trainer makes that ties sessions together. That is, a reference in a current session that shows how it is related to the prior session.

CO-TRAINER OR CO-FACILITATOR - An individual who assists the trainer in any capacity.

DE-ROLE - When participants have finished role playing, the trainer de-roles them by telling them they are no longer in role. It provides them with the opportunity to leave the character they have been playing and return to being themselves. De-roling can be done by telling the role players that they are no longer in role, asking them to change seats, or removing the name tag they wore in role.

FLIP CHART - A large (e.g., 27" x 34") piece of newsprint that the trainer has prepared as a chart illustrative of a point s/he wants to make.

GENERATE - To come up with original responses. Often, the group will generate a list of words, issues, answers, etc.

GENERIC - A generic skill is one that is not specific to one particular area. For instance, information gathering is a generic skill that can be used by all Volunteers in all sectors to gather all kinds of information.

GOAL - A statement of the general learning outcome or topics to be covered.

GROUP PROCESS - The complex forces which cause persons in a group to behave the way they do. Group process is concerned with "how" people work in groups, given certain conditions and certain human behaviors. Content or task focuses on "what" people do; it is not concerned with moral issues of how people ought to behave.

HANDOUT - A supporting document the trainer gives participants that offers additional information on a subject introduced during the session.

ICE-BREAKER - An opening exercise that is used to motivate the group and establish a comfortable atmosphere for learning.

INTERVENTION - An interruption of an ongoing activity that influences the direction, content, behavior, or affect in a group.

LEAD TRAINER - Person who assumes most of the responsibility for the implementation of the workshop.

LEARNINGS - Points or aspects of items participants learn from an experience or session.

LIKE GROUPS - Groups that are made up of participants with similar backgrounds. For instance, one type of like-grouping would place all agriculture participants in one group, health participants in another, education participants in another, etc.

NEWSPRINT - The large pieces of paper that usually come bound in large cardboard pads (called newsprint because newspapers use it for publishing their papers). Also, see flip chart.

NON-FORMAL EDUCATION - An approach that uses non-traditional techniques not typically used in the classroom. Adults often are involved in non-formal training.

OBJECTIVE - A statement of learning outcome in terms which specify an observable behavior, an accepted standard of achievement, and the conditions under which the behavior is to take place.

PARTICIPANT (Learner) - The person for whom the training activity is created and presented.

PREVIEW - When a trainer previews a session s/he tells the participants a little about the session, perhaps the goals or a specific segment such as a field trip. The purpose of previewing a session is to raise participants' interest in that upcoming session.

PROMPT - To help participants with a response if they are having difficulties. A trainer might prompt (or give cues to) participants by offering sample responses, words, or topics.

REALITY TEST - To share a strategy with someone else and get his/her reaction to how feasible the plan would be in the given situation.

REFLECT - To think about something, to contemplate something.

REPORT OUT - The report on progress or results that one small group gives the rest of the groups after completing an exercise, solving a problem, or planning a strategy.

RESOURCE PERSON - (a) An individual who attends the session to act as a resource about a specific topic(s), or (b) a person with whom you discuss a specific topic before the session in order to get country/culture specific information. In this context, resource people are host country individuals with staff, language and cultural trainers, community representatives, etc.

ROUNDS - A structure in which participants rotate in taking turns.

SAME-SEX GROUPS - Groups composed of all males, or all females.

TASK - The assignment the trainer gives the participants to complete, whether individually, in small groups, in triads, or in dyads.

TRIAD - A group of three people.

WORKING DEFINITION - A definition which is used just to have "someplace to start," and that can be changed at any time.

EXPERIENTIAL LEARNING

Experiential learning is based on the premise that people learn more effectively by "doing" rather than "seeing" or "hearing". Experiential learning, therefore, uses techniques that actively involve the learner in structured experiences that help him/her to acquire new knowledge and skills. Unlike more traditional types of classroom education where the teacher is the focal point, experiential learning focuses more on the learner's experiences. Instead of having the learner see a demonstration or hear a lecture and then leave the learning situation, structured experiences are used to involve the person more in his/her own learning to make it more relevant. This is done by seeing that the learner experiences various phases. For instance, typical phases are:

1. Information is presented or a situation is experienced.

2. Learners discuss what they have learned or gained.

3. A forum is provided for learners to judge how they can/will use this information when they leave the learning situation.

4. Practice may (of time allows) be given to provide learners with the opportunity to practice new skills before leaving learning situation.

The types of techniques that may be used to facilitate the above steps are lecturettes, role plays, case studies, panels, simulations, skits, small group discussions and problem solving, to name a few. There is always a processing stage where learners are encouraged to reflect upon, analyze, evaluate and discuss their learnings and applicability of these learnings to their real situations.

Some of the structured experiences that are used in experiential learning allow the learner to:

- experience situations similar or analogous to those which might be encountered in the situations where the learnings will be applied (work, school, community)

- identify and analyze problems

- explore alternative solutions to these problems and the probable consequences
- examine real feelings and reactions in the various problems and situations presented
- examine personal values, beliefs, attitudes, assumptions and expectations and the problems these might be creating
- generalize from the training learning experience to the job, school or community
- identify the kinds of information needed to solve new problems or skills needed to be effective
- identify and learn to make use of available resources to meet needs

These examples demonstrate that experiential learning provides the opportunity for the learner to acquire new skills and practice these skills in a laboratory, a safe environment, before trying them out in the "real world."

The method assumes that the learner is able to accept the major responsibility for his/her own learning, and will, if given the opportunity, establish personal learning goals. It promotes "learning how to learn" from experience. It is what we do all our lives outside the classroom.

Because many people are much more familiar and comfortable with the traditional modes of memorizing from lectures and reading assignments, completing assignments and taking tests assigned by the instructor, experiential learning may be awkward at first. It requires more effort, more participation, more investment and more responsibility. It also produces more relevant learning that people often retain and use more than didactic methods allow.

In the experiential approach, the trainer serves primarily as a facilitator, catalyst or resource. He/she has the responsibility to structure the training to follow the appropriate sequence and process to help learners analyze what has happened and to draw conclusions. The responsibility for the learning, however, is for the learners themselves.

Some of the other differences between experiential learning and traditional didactic learning are:

Traditional	Experiential
1. Teacher decides on objectives. They may be more implicit than explicit and may or may not be communicated to the learners.	1. Trainer and learner decide on objectives, using provisional objectives established by trainer as base.
2. Teacher conducts demonstration or lecture. Learners observe.	2. Learners identify and make use of available resources (including other learners) to obtain information they need to solve problems.
3. Trainer assigns practical exercises or problems. Learners complete the assignment.	3. Learners explore alternative solutions to problems.
4. Teacher prepares test for knowledge and understanding. Learners take the test.	4. Trainers and learners examine possible consequences and evaluate relative effectiveness of various solutions.
5. Teacher evaluates learner's performance.	5. Learners reflect on, evaluate and conceptualize the total experience.

In summary, the experiential approach makes primary use of inductive discovery and critical thinking modes of learning rather than the classical modes of presenting rules or principles, giving examples or illustrations, assigning one-right-answer-type exercises or problems, and testing for retention, the modes typical of the traditional system.

Adapted from staff training material from P.C. Latin America Region, 1977

FROM FREEDOM TO LEARN

by Carl Rogers

Though it may be considered unseemly for me to say so, I like this chapter very much, because it expresses some of the deepest convictions I hold regarding those who work in the educational field. The essence of it was first presented as a lecture at Harvard University, but that essence has been revised and enlarged for this book.

I wish to begin this chapter with a statement which may seem surprising to some and perhaps offensive to others, it is simply this: Teaching, in my estimation, is a vastly overrated function.

Having made such a statement, I scurry to the dictionary to see if I really mean what I say. Teaching means "to instruct." Personally I am not much interested in instructing another in what he should know or think. "To impart knowledge or skill..." My reaction is, why not be more efficient, using a book or programmed learning? "To make to know." Here my hackles rise. I have no wish to make anyone know something. "To show, guide, direct." As I see it, too many people have been shown, guided, directed. So I come to the conclusion that I do mean what I said. Teaching is, for me, a relatively unimportant and vastly overvalued activity.

But there is more in my attitude than this. I have a negative reaction to teaching. Why? I think it is because it raises all the wrong questions. As soon as we focus on teaching the question arises, what shall we teach? What, from our superior vantage point, does the other person need to know? I wonder if, in this modern world, we are justified in the presumption that we are wise about the future and the young are foolish. Are we really sure as to what they should know? Then there is the ridiculous question of coverage. What shall the course cover? This notion of coverage is based on the assumption that what is taught is what is learned; what is presented is what is assimilated. I know of no assumption so obviously untrue. One does not need research to provide evidence that this is false. One needs only to talk with a few students.

But I ask myself, "Am I so prejudiced against teaching that I find no situation in which it is worthwhile?" I immediately think of my experiences in Australia, not so long ago. I became much interested in the aborigine. Here is a group which for more than 20,000 years has managed to live and exist in a desolate environment in which modern man would perish within a few days. The secret of the aborigine's survival has been teaching. He has passed on to the young every shred of knowledge about how to find water, about how to trace game, about how to kill the kangaroo, about how to find his way through the trackless desert. Such knowledge is conveyed to the young as being the way to behave, and any innovation is frowned upon. It is clear that teaching has provided him the way to survive in a hostile and relatively unchanging environment.

Now I am closer to the nub of the question which excites me. Teaching and the imparting of knowledge make sense in an unchanging environment. This is why it has been an unquestioned function for centuries. But if there is one truth about modern man, it is that he lives in an environment which is continually changing. The one thing I can be sure of is that the physics which is taught to the present day student will be outdated in a decade. The teaching in psychology will certainly be out of date in 20 years. The so-called "facts of history" depend very largely upon the current mood and temper of the culture. Chemistry, biology, genetics, sociology, are in such flux that a firm statement made today will almost certainly be modified by the time the student gets around to using the knowledge.

We are, in my view, faced with an entirely new situation in education where the goal of education, if we are to survive, is the facilitation of change and learning. The only man who is educated is the man who has learned how to learn; the man who has learned to adapt to change; the man who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security. Changingness, a reliance on process rather than upon static knowledge, is the only thing that makes sense as a goal for education in the modern world.

So now with some relief I turn to an activity, a purpose, which really warms me--the facilitation of learning. When I have been able to transform a group--and here I mean all of the members of a group, myself included--into a community of learners, then the excitement has been almost beyond belief. To free curiosity: to permit individuals to go charging off in new directions dictated by their own interests; to unleash the sense of inquiry; to open everything to questioning and exploration; to recognize that everything is in process of change--here is an experience I can never forget. I cannot always achieve it in groups with which I am associated but when it is partially or largely achieved then it becomes a never-to-be-forgotten group experience. Out of such a context arise true students, real learners, creative scientists and scholars and practitioners, the kind of individuals who live in a delicate but ever changing balance between what is presently known and the flowing, moving, altering problems and facts of the future.

Here then is a goal to which I can give myself wholeheartedly. I see the facilitation of learning as the aim of education, the way in which we might develop the learning man, the way in which we can learn to live as individuals in process. I see the facilitation of learning as the function which may hold constructive, tentative, changing, process answers to some of the deepest perplexities which beset man today.

But do we know how to achieve this new goal in education, or is it a will-o'-the-wisp which sometimes occurs, sometimes fails to occur, and thus offers little real hope? My answer is that we possess a very considerable knowledge of the conditions which encourage self-initiated, significant, experiential, "gut-level" learning by the whole person. We do not frequently see these conditions put into effect because they mean a real revolution in our approach to education and revolutions are not for the timid. But we do, as we have seen in the preceding chapters, find examples of this revolution in action.

We know--and I will briefly describe some of the evidence--that the initiation of such learning rests not upon the teaching skills of the leader, not upon his scholarly knowledge of the field, not upon his curricular planning, not upon his use of audiovisual aids, not upon the programmed learning he utilizes, not upon his lectures and presentations, not upon an abundance of books, though each of these might at one time or another be utilized as an important resource. No, the facilitation of significant learning rests upon certain attitudinal qualities which exist in the personal relationship between the facilitator and the learner.

We came upon such findings first in the field of psychotherapy, but increasingly there is evidence which shows that these finds apply in the classroom as well. We find it easier to think that the intensive relationship between therapist and client might possess these qualities, but we are also finding that they may exist in the countless interpersonal interactions (as many as 1,000 per day, as Jackson [1966] has shown) between the teacher and her pupils.

QUALITIES WHICH FACILITATE LEARNING

What are these qualities, these attitudes, which facilitate learning? Let me describe them very briefly, drawing illustrations from the teaching field.

Realness in the Facilitator of Learning

Perhaps the most basic of these essential attitudes is realness or genuineness. When the facilitator is a real person, being what he is, entering into a relationship with the learner without presenting a front or facade, he is much more likely to be effective. This means that the feelings which he is experiencing are available to him, available to his awareness, that he is able to live these feelings, be them, and able to communicate them if appropriate. It means that he comes into a direct personal encounter with the learner, meeting him on a person-to-person basis. It means that he is being himself, not denying himself.

Seen from this point of view it is suggested that the teacher can be a real person in his relationship with his students. He can be enthusiastic, he can be bored, he can be interested in students, he can be angry, he can be sensitive and sympathetic. Because he accepts these feelings as his own he has no need to impose them on his students. He can like or dislike a student product without implying that it is objectively good or bad or that the student is good or bad. He is simply expressing a feeling for the product, a feeling which exists within himself. Thus, he is a person to his students, not a faceless embodiment of a curricular requirement nor a sterile tube through which knowledge is passed from one generation to the next.

It is obvious that this attitudinal set, found to be effective in psychotherapy, is sharply in contrast with the tendency of most teachers to show themselves to their pupils simply as roles. It is quite customary for teachers rather consciously to put on the mask, the role, the facade, of being a teacher, and to wear this facade all day, removing it only when they have left the school at night.

I trust I am making it clear that to be real is not always easy, nor is it achieved all at once, but it is basic to the person who wants to become that revolutionary individual, a facilitator of learning.

Prizing, Acceptance, Trust

There is another attitude which stands out in those who are successful in facilitating learning. I have observed this attitude. I have experienced it. Yet, it is hard to know what term to put to it so I shall use several. I think of it a prizing the learner, prizing his feelings, his opinions, his person. It is caring for the learner, but a non-possessive caring. It is an acceptance of this other individual as a separate person, having worth in his own right. It is a basic trust--a belief that this other person is somehow fundamentally trustworthy. Whether we call it prizing, acceptance, trust, or by some other term, it shows up in a variety of observable ways. The facilitator who has a considerable degree of this attitude can be fully acceptant of the fear and hesitation of the student as he approaches a new problem as well as acceptant of the pupil's satisfaction in achievement. Such a teacher can accept the student's occasional apathy, his erratic desires to explore by-roads of knowledge, as well as his disciplined efforts to achieve major goals. He can accept personal feelings which both disturb and promote learning--rivalry with a sibling, hatred of authority, concern about personal adequacy. What we are describing is a prizing of the learner as an imperfect human being with many feelings, many potentialities. The facilitator's prizing or acceptance of the learner is an operational expression of his essential confidence and trust in the capacity of the human organism.

A further element which establishes a climate for self-initiated, experiential learning is empathetic understanding. When the teacher has the ability to understand the student's reactions from the inside, has a sensative awareness of the way the process of education and learning seems to the student, then again the likelihood of significant learning is increased.

This kind of understanding is sharply different from the usual evaluative understanding, which follows the patterns of, "I understand what is wrong with you." When there is a sensitive empathy, however, the reaction in the learner follows something of this pattern: "At least someone understands how it feels and seems to be me without wanting to analyze me or judge me. Now I can blossom and grow and learn."

This attitude of standing in the other's shoes, in viewing the world through the student's eyes, is almost unheard of in the classroom. One could listen to thousands of ordinary classroom interactions without coming across one instance of clearly communicated, sensitively accurate, empathetic understanding. But it has a tremendously releasing effect when it occurs.

If any one teacher set himself the task of endeavoring to make one non-evaluative, acceptant, empathic response per day to a student's demonstrated or verbalized feeling, I believe he would discover the potency of this currently almost non-existent kind of understanding.

1/ Source - From the Field, World Education, Inc., New York,

It is a revised version of a presentation first published in Humanizing Education, ed. R. Leeper, ASCD, NEA, 1967. Copyright by the Association for Supervision and Curriculum Development, NEA. Freedom to Learn, Carl Rogers. Charles Merrill Co. 1969, pg. 103-112.

THE EFFECTIVE TRAINER

The following are some suggested general characteristics of effective trainers. For a person considering taking the trainer role, this list of characteristics can be treated as guideposts for planning. The more intensive or formal the program is, the more importance these guidelines assume. They are listed in approximate order of priority.

1. Openness to change. Because the trainer role is not simple, and requires "sensitive use of the self," the prospective trainer must be willing to look at him/herself, question things he/she does and has always taken for granted. The person whose views of him/herself are unchangeable will have considerable difficulty in working as a trainer.

2. Reasonable "comfortableness". To do a good job as a trainer, one must be secure enough to try out new things. Training, like teaching, or any form of human interaction inevitably gets one off base, and into puzzling situations for which there are no ready made answers. An effective trainer needs to be comfortable with him/herself as a person, be comfortable with others, and be reasonably able to cope with new situations without getting upset.

3. Desire to help. The effective trainer needs to have genuine motivation for helping people learn. The person who tries out the trainer role only because it is "interesting," or because the role was assigned by a superior, is unlikely to get very far before things freeze up or the group become apathetic. A thoughtful self-appraisal of one's reasons for wishing to try out the trainer role is strongly suggested.

4. Being seen as helpful. The trainer must be seen by the members of the training group as being potentially (and actually) able to help them learn. This seems obvious, but is easily overlooked. Without acceptance of one's trainership by group members, little learning is possible.

Most persons markedly lacking in the other characteristics listed here will also tend to be seen by potential members of the training group as being unable to provide training assistance. This boils down to: "Do people in the group think I am competent to help?"

5. Role flexibility. It helps if the trainer is a person who can do different kinds of things in group situations without too much difficulty. He/she need not be a super-member

or an unusually skilled individual, but he/she ought to be able to handle him/herself with a minimum of strain in group situations.

6. Sensitivity to groups. A good trainer notices things in group situations. He/she picks up what is going on, can see objectively and accurately what is happening. If he/she has not learned this sensitivity, it will be difficult to help members develop it.

7. Understanding of the training process. A good trainer has a reasonably clear picture of how people can learn in an inductive, experience-centered way.

8. Formal and practical knowledge about groups. It helps if the trainer knows something about group dynamics, and is comfortable with concepts in this area. Background experience with different kinds of groups is also useful.

9. Methodological knowledge. For effectiveness, the trainer needs to be familiar with the teaching method being used.

Again, these are open-end criteria. Even an accomplished trainer could show improvement on all of them. The person who is experimenting with the trainer role for the first time can use these criteria as guideposts to evaluate and improve his/her performance as he/she proceeds. Three qualities to always strive for, however, as an effective trainer are:

- Genuineness: A effective trainer is non-phony, nondefensive, authentic and natural in his/her encounters with learners and other trainers.
- Warmth: An effective trainer is able to provide a non-threatening, safe, trusting or secure atmosphere through his/her own acceptance, positive regard, valuing and acceptance of others.
- Understanding: An effective trainer is able to understand, "be with," "grasp the meaning of" or have a high degree of empathy with the learners.

Adapted from staff training material used by Peace Corps Latin America Region, Washington, D.C. 1977. Original source of some information, Learning to Work in Groups by Matthew B. Miles, Columbia, 1959.

DISCUSSION GROUP LEADERSHIP

The best discussions take place when everyone in the group assumes responsibility for group maintenance (that is, helping the group move toward the goal for its discussion activity).

What are some of the characteristics of effective discussion leadership? What are some of the things you should do and be alert to if you are to fulfill your responsibility to the group, whether or not you are designated as the leader?

1. The smaller the group the more the interaction. Groups over 10 create barriers to full participation. Some people talk whether the group is large or small. Others will get involved only in a smaller group. The tasks of group maintenance and leadership are more difficult as the group gets larger.
2. Be sure everyone is comfortable and can look eye-to-eye at everyone else in the group. Naturally, that usually means a circle. Whether on chairs or on the floor, communication can be facilitated by proximity.
3. Ask questions and listen. That's harder than it sounds. The first impulse is to offer one's own opinions, especially if we have more experience or expertise on the subject at hand. However, that can stifle expression by others.
4. Make sure everyone is involved. This can usually be done by being alert to the silent members and drawing them in. Sometimes it may be necessary to ask someone to give others a chance or suggest a rule that no one can speak twice until everyone else has spoken once (or until two others have spoken, or only to ask a question or some similar device to encourage full participation).
5. Keep the discussion on track. This can often be done through questions or playback summaries, e.g., "What I've been hearing in this discussion is... Is that how it sounds to you?"
6. Avoid sarcasm. This is the temptation of the clever and witty, but it can kill discussion or at least "knock out" the victim. Save it for your closest friends or enemies.

7. Encourage humor. Don't take yourself too seriously for pompousness and formality smother discussion. "Up-tight" people can sit for lectures, but they have to loosen up for a successful discussion. Relax and enjoy.

8. Remember the problem-solving paradigm: many discussion subjects (not all) can best be approached this way--clarify the problem, suggest alternatives, identify criteria for discussion, and test the alternatives against the criteria.

9. Set time limits. Practice has shown that small groups tend to use whatever time is available, but move more quickly toward the goal if time is a factor.

10. Learn to observe process. How a discussion proceeds and how the group members interact may be more important than what is said. Discussion is more relating and debating.

Adapted from staff training materials used by Peace Corps Latin American Region, Washington, D.C.

WHAT TO OBSERVE IN A GROUP

All of us have spent our lives in groups of various sorts--the family, gang, team, work group, etc., but rarely have we taken the time to stop and observe what was going on in the group or why the members were behaving the way they were. One of our main goals here is to become better observers and better participants.

But what do we look for? What is there to see in a group?

I. Content vs. Process

When we observe what the group is talking about, we are focusing on the content. When we try to observe how the group is handling its communication, i.e., who talks how much or who talks to whom, we are focusing on group process.

Most topics about the back-home situation emphasize the content --"what is good leadership," "how can I motivate my subordinate," "how can we make meetings more effective," and concern issues which are "there and then" in the sense of being abstract, future or past oriented and not involving us directly. In focusing on group process, we are looking at what our group is doing in the "here and now," how it is working in the sense of its present procedures and organization.

In fact, the content of the conversation is often the best clue as to what process issue may be on people's minds, when they find it difficult to confront the issue directly. For example:

	CONTENT	PROCESS
1.	Talking about problems of authority back home may mean......................	that there is a leadership struggle going in the group

2. Talking about how bad group meetings usually are at the plant may mean............	that members are dissatisfied with the performance of their own group

At a simpler level, looking at process really means to focus on what is going on in the group and trying to understand it in terms of other things that have gone on in the group.

II. Communication

One of the easiest aspects of group process to observe is the pattern of communication:

1. Who talks? For how long? How often?
2. Who do people look at when they talk?
    - a. Single others, possibly potential supporters
    - b. Scanning the group
    - c. No one
3. Who talks after whom, or who interrupts whom?
4. What style of communication is used (assertions, questions, tone of voice, gestures, etc.)?

The kinds of observations we make give us clues to other important things which may be going on in the group such as who leads whom or who influences whom.

III. Task - Maintenance - Self-Oriented Behavior

Behavior in the group can be viewed from the point of view of what its purpose or function seems to be. When a member says something, is he/she primarily trying to get the group task accomplished (task), or is he/she trying to improve or patch up some relationships among members (maintenance), or is he/she primarily meeting some personal need or goal without regard to the group's problems (self-oriented)?

As the group grows and member needs become integrated with group goals, there will be less self-oriented behavior and more task or maintenance behavior. What kinds of categories can be identified?

Some types of behaviors relevant to the group's fulfillment of its task that you will notice participants manifesting are:

1. Initiating: Proposing tasks or goals; defining a group problem; suggesting a procedure or ideas for solving a problem.

2. Seeking information or opinions: Requesting facts; seeking relevant information about group concern; Asking for expression of feeling; Requesting a statement or estimate; Soliciting expressions of value; Seeking suggestions and ideas........................

3. Giving information or opinion: Offering facts; Providing relevant information about group concern; Stating a belief about a matter before the group; Giving suggestions and ideas.........................

4. Clarifying and elaborating: Interpreting ideas or suggestions; Clearing up confusions; Defining terms; Indicating alternatives and issues before the group..

5. Summarizing: Pulling together related ideas; Restating suggestions after the group had discussed them; Offering a decision or conclusion for the group to accept or reject...............................

6. Consensus testing: Asking to see if group is nearing a decision; Sending up trial balloon to test a possible conclusion...............................

Some types of behavior relevant to the group's remaining in good working order, having a good climate for task work, and good relationships which permit maximum use of member resources, i.e., group maintenance that you will see participants manifesting are:

1. Harmonizing: Attempting to reconcile disagreements; Reducing tension; Getting people to explore differences.......................................

2 Gate keeping: Helping to keep communication channels open; Facilitating the participation of others; Suggesting procedures that permit sharing remarks.

3. Encouraging: Being friendly, warm, and responsive to others; Indicating by facial expression or remark the acceptance of others' contributions..................

4. Compromising: When own idea or status is involved in a conflict, offering a compromise which yields status; Admitting error; Modifying in interest of group cohesion or growth.......

5. Standard setting and testing: Testing whether group is satisfied with its procedures or suggesting procedures; Pointing out explicit or implicit norms which have been set to make them available for testing....

Every group needs both kinds of behavior and needs to work out an adequate balance of task and maintenance activities.

IV. Emotional Issues: Causes of Self-Oriented Emotional Behavior

The processes described so far deal with the group's attempts to work, to solve problems of task and maintenance, but there are many forces active in groups which disturb work, which represent a kind of emotional underworld or undercurrent in the stream of group life. These underlying emotional issues produce a variety of emotional behaviors which interfere with or are destructive of effective group functioning. They cannot be ignored or wished away. Rather, they must be recognized, their causes must be understood and as the group develops, conditions must be created which permit these same emotional energies to be channeled in the direction of group effort.

What are these issues of basic causes?

1. The problem of identity: Who am I in this group? Where do I fit in? What kind of behavior is acceptable here?

2. The problem of goals and needs: What do I want from the group? Can the group goals be made consistent with my goals? What have I to offer to the group?

3. The problem of power, control and influence: Who will control what we do? How much power and influence do I have?

4. The problem of intimacy: How close will we get to each other? How personal? How much can we trust each other and how can we achieve a greater level of trust?

What kinds of behaviors are produced in response to these problems?

1. Dependency-counterdependency: Leaning on or resisting anyone in the group who represents authority, especially the trainer.

2. Fighting and controlling: Asserting personal dominance, attempting to get own way regardless of others.

3. Withdrawing: Trying to remove the sources of uncomfortable feelings by psychologically leaving the group.

4. Pairing up: Seeking out one or two supporters and forming a kind of emotional sub-group in which the members protect and support each other.

These are not the only kinds of things which can be observed in a group. What is important to observe will vary with what the group is doing, the needs and purposes of the observer and many other factors. The main point, however, is that improving our skills in observing what is going on in the group will provide us with important data for understanding groups and increasing our effectiveness within them.

Adapted from staff training materials used by Peace Corps Latin American Region, Washington, D.C.

OVERVIEW OF ALL SESSIONS

OVERVIEW OF SESSIONS

Session	Main Purpose(s)	Knowledge/Skills	Total Time	Special Notes
Introduction: Comings and Goings	To debrief participants who attended CAST/CREST, and to bridge* CAST/CREST and PST; to introduce PST schedule	What was learned in CAST/CREST	1 hr 15 min	Only for participants who attended CAST/CREST
1: Perspectives on development	To define development; introduce concept of self-reliance; to discuss and compare personal assumptions about development; to hear host country perspectives on development	-Definitions of development -Self reliance as a development approach -Ability to verbalize, critique own assumptions about development -Ability to conceptualize development in US and abroad	2 hr 15 min + 15-min break	-Two different opening statements for participants who attended CAST/CREST and those who did not -Have participants complete phase I of the skills inventory workbook
2: Dynamics of development	To identify causes of development problems and to examine how they are interrelated	-How development problems are related; how potential solutions to one problem could lead to other problems; that problems and solutions affect men, women, children, and the elderly differently -Ability to analyze development problems and discuss relationships	Alternative 1: 2 hr 15 min + 15-min break Alternative 2: 1 hr 40 min	Alternative 1 uses film, "Maragoli"; Alternative 2 uses written case study provided in manual

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* See Glossary.

OVERVIEW OF SESSIONS (cont.)

Session	Main Purpose(s)	Knowledge/Skills	Total Time	Special Notes
3: Facilitating development: the role of the volunteer	To examine development process at three levels (national, community, and individual) and to determine at which levels PCVs can have impact; to identify obstacles hindering participation of H.C. men and women at each level	-Levels of development -Ability to identify development obstacles -Ability to develop strategies on how PCVs can have impact	2 hr 45 min + 15-min break	None
4: Non-formal Education as a Development Tool	To define adult education in a non-formal vs. formal setting and to develop criteria for effective adult learning; to practice skills in designing non-formal education activities	-Volunteers transfer skills to H.C. people who can continue, complete, and replicate projects. This tranference of skills is usually done on a day-to-day, informal basis -Contrast traditional vs. non-formal education -To use actual non-formal education techniques to transfer skills and knowledge	Phase 1 - 1 hr 30 min Phase 2 - time to prepare presentation Phase 3 - 1 hr 40 min	The session is in three phases and can take place over 2-3 days. Participants need sufficient time to prepare non-formal education sessions to present to each other.
5: Working With Others	To examine participant's styles of working with others; to discuss adjustments necessary given the host country culture	-Knowledge of how to promote self-sufficiency	1 hr 45 min	Alternative 1 is for participants who attended CAST/CREST; Alternative 2 is for those who did not - participants should complete inventory before session.

OVERVIEW OF SESSIONS (cont.)

Session	Main Purpose(s)	Knowledge/Skills	Total Time	Special Notes
6: Problem Solving	To examine and practice an approach to problem solving that PCVs can apply in varying situations from decisions about development projects to everyday personal issues	-How to solve problems -Approaches to * problem definition * problem analysis * developing alternative solutions * designing strategies * implementing and evaluating solution	2 hr 25 min + 15-min break	None
7: Information as a development tool Part I: basic skills for informal interviewing	To provide participants with basic informal interviewing skills	-Awareness of non-verbal behavior -Formulating questions -Listener responses and probes	1 hr 45 min	-For Part II participants should have enough proficiency in the local language to conduct informal interviews in a field trip.
Part II: strengthening information gathering skills	To introduce the concept of filtering information; to provide a system for gathering information in a development context; to practice on a field trip.	-Awareness of how filters bias information -Ability to collect and filter information	Alternative 1 - 1 hr 5 min + field trip; Alternative 2 - 2 hr 10 min	-In Part II, Alternative 1 is for participants who have attended CAST/CREST; Alternative 2 is for those who have not. -After the session, have participants complete phase II of the skills inventory workbook.

OVERVIEW OF SESSIONS (cont.)

Session	Main Purpose(s)	Knowledge/Skills	Total Time	Special Notes
8: Community Analysis	To provide participants with a method for analyzing any community	-Ability to analyze a community and to be sensitive to cultural norms	1 hr 45 min	None
9: Community Leadership	To define leadership qualities; to examine how PCVs can identify the different types of formal and informal community leaders and appropriately enlist their skills	-Ability to identify what roles different types of leaders could play in helping meet community needs	1 hr 10 min	None
10: Project Development Project planning and management	To improve planning skills and develop planning strategies; to develop effective teamwork skills To practice basic management techniques	-Knowledge of the differences between pro-active and reactive planning -Ability to develop goals, objects, and management plans for a project -Scheduling -Resource management -Contingency planning -Role clarification	2 hr 50 min + 15-min break	None

OVERVIEW OF SESSIONS (cont.)

Session	Main Purpose(s)	Knowledge/Skills	Total Time	Special Notes
11: Responsibilities of a development worker	To provide framework for deciding what role to play in P.C. To allow problem identification strategy building and problem resolution To deal with ambiguity, working within a system, and the need for change	-Identifying pressures and traps in development work -Decision making	2 hr	None
12: Summary of development sessions	To review and highlight what has been learned regarding the role of the Volunteer in development To bring formal closure to development sessions		1 hr 55 min	This session includes an exercise so participants can complete phase III of the skills inventory workbook

SESSION OUTLINES

INTRODUCTORY SESSION
FOR PARTICIPANTS WHO ATTENDED CAST/CREST: "COMINGS AND GOINGS"*

RATIONALE:

Experience of in-country training staffs has been that individuals who have participated in the CAST/CREST process may enter in-country training with strong feelings, both positive and negative, which can have a strong impact on their reactions to Pre-service Training (PST). It is, therefore, important to give trainees the opportunity to deal with their reactions to CAST/CREST before actually starting Preservice Training. You, as trainer, should not feel you have to defend the CAST/CREST process or its out comes. Your role here is to recognize and help the participants talk about their feelings and reactions to CAST/CREST as well as what they learned.

This session is intended to help participants settle into their new location by helping them sort out their initial, intense experiences with the Peace Corps. You can use the alternate design (after step 3f) if you want to introduce participants to the content and process of the Preservice Training cycle.

TOTAL TIME: Approximately 1 hour (alternate design that introduces PST is approximately 1 hour 15 minutes)

GOALS:

1. To allow participants to sort out their feelings about their initial Peace Corps experiences, particularly at CAST/CREST.

2. To review what participants learned at CAST/CREST.

* Adapted from session originally designed by John Mongeon.

3. To provide participants with the opportunity to identify and share their feelings about leaving home and entering a new culture.

If you use alternate design after step 3f to introduce PST, add this goal:

4. To identify participants' expectations of PST and to introduce the PST schedule.

TRAINER PREPARATION:

1. Brief other trainers on their roles in and expected outcomes of the session.
2. Prepare newsprint/blackboard and handouts.

MATERIALS:

- newsprint
- markers
- pencils and paper

PREPARED NEWSPRINT:

- Session goals (step 1b)
- Task for words about leaving home (step 2a)
- Task for group work on CAST/CREST (step 3b)
- For alternate design, list for generating* participant's expectations of PST (step 4a)
- For alternate design, copies of the PST schedule

HANDOUTS:

- Description of Experiential Learning** (step 3f)

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* See Glossary.

** Supplement 1A to Guide for Trainer's: Experiential Learning

PROCEDURES:

Opening Statement and Goals

1a. Welcome the participants to the session. Tell them that this session is designed for Peace Corps trainees who attended a CAST/CREST. Explain that Preservice Training is very different from CAST/CREST, "but since CAST/CREST was really your first training experience, it is important to discuss it, to share reactions to what you liked, did not like, and most important, what you learned." This information should serve as a bridge between CAST/CREST and PST. 3 min

1b. Present goals on newsprint.

Thoughts on Leaving Home

2a. Remind participants how much has transpired in the last month/week since the CAST/CREST -- "saying good-bye to family and friends, leaving home, the flight to the host country, and these first few days in a new culture."

Ask them to write down words and even sentences that reflect what their experience has been like since CAST/CREST. Use newsprint to explain the task:

Sample Newsprint

Task:

1. Write down words/sentences that reflect what your experiences have been like since CAST.
2. How are you feeling about Peace Corps at this point?

TRAINER'S NOTE: For CREST, substitute the following for #1: "Write down words/sentences that reflect what your experiences have been like since Peace Corps acceptance."

2b. Participants individually work on task.

2c. As they finish writing, let them know that sharing what they have written is purely voluntary. Ask the following questions:

"What have you been experiencing the last month (CAST)/few days (CREST)?"

"What have been the most difficult things? Easiest things?"

"Do people share the same feelings, or has someone experienced things differently?"

Sorting Out the CAST/CREST Experience

1 min 3a. Explain that the next portion of the session is designed to help everyone look at what the effects of the CAST/CREST have been on them and to identify what was learned.

3b. Ask participants to form small groups (5-6 people) and to complete the following task.

Use newsprint to explain the task:

Sample Newsprint

Task

Talk about your CAST/CREST experience, and prepare newsprint on:

- what you liked
- what you did not like
- the most important things you learned

Select a reporter

3c. Participants form small groups (5-6 people) and work on task for 15 minutes. 15 min

3d. Tell groups to come back together. As each group to report their discussion (approximately 3 minutes per group). 15 min

3e. After all reports have been made, ask participants the following questions:

"What general themes did you hear in the reports that were positive? (What did people like about CAST/CREST?)" 10 min

"What general themes were on the negative side? (What did people not like about CAST/CREST?)"

TRAINER'S NOTE: Remember that it is not up to you as trainer to defend CAST/CREST. Acknowledge that participants' may not always agree with the process, and that is all right.

"What does it seem were the most important themes you learned as a group, and what was most significant?"

3f. Identify the themes and methodologies that you know will be carried out in Preservice Training. Provide participants with handout on Experiential Learning, and ask them to read it when they have time. It is the basis of adult learning on which PST is designed. 5 min

Summary and Closure

4a. Summarize by saying that although they may have liked some things about CAST/CREST and disliked other things, they all learned something. Explain that Preservice Training focuses indepth on some of the issues that were introduced at CAST/CREST -- 3 min specifically, development issues on their role as Volunteers.

4b. Preview* the next session.

4c. Close this session.

OPTIONAL

TRAINER'S NOTE: As an alternate design, you can also use this session to find out the participants' expectations of Preservice Training and to introduce the training schedule to them. Instead of proceeding with step 3f, do the following:

OPTIONAL SECTION

4a. Eliminate step 3f above.

10 min

4b. Tell the participants that since they have already discussed what they learned in CAST/CREST, you would like to hear what they expect and need to learn in Preservice Training. You can simply ask the question, "What do you want to get out of Preservice Training in order to be prepared for Volunteer service?"

Ask participants to tell you some things they want to get out of PST. As they begin to generate topics, write them on prepared newsprint:

Sample Newsprint

Skills, knowledge, interests you want to cover in Preservice Training:

1.
2.
3.
4.
5.

* See Glossary

4c. At this point, compare the participants' list of expectations with the PST schedule that has been prepared for them. 15-20 min

TRAINER'S NOTE: Put the PST schedule on newsprint or distribute a copy to everyone. Give them 2-3 minutes to read it. One drawback to providing a written schedule, is that many things may change. Use your own judgment based on your program.

When participants have finished reviewing the schedule (ask them to save their questions until later since your overview might answer some of them), read aloud each topic on the list of things they want to learn during Preservice Training. Explain exactly when in the schedule topics will be covered. If the topic will not be covered, tell the participants this and explain why. (Perhaps you do not have adequate resources, or there is not enough time.) Try to help participants find out where they can get information or help on their own (perhaps discussions with language teachers, etc.).

4d. Ask if there are any questions about the schedule. Take time to answer. 3 min

Summary and Closure 1 min

5a. Remind participants that they have just talked about:

- their experiences since CAST/CREST
- their feelings about CAST/CREST
- expectations and realities of Preservice Training

Tell them that this introduction to PST should serve as a starting point for many weeks of learning about their role as a Volunteer.

5b. Preview the next session. 1 min

5c. Close this session. 1 min

SESSION 1: PERSPECTIVE ON DEVELOPMENT

RATIONALE:

Although some Peace Corps trainees may have a general idea of international affairs and issues related to development work, the majority have a limited knowledge of development and their potential role as development workers. CAST/CREST offers the trainees opportunity to explore the basics of development. Preservice Training helps them look at these development issues and problems in country-specific terms. The development sessions examine ways Volunteers can affect problems, and provides participants with the skills they need to work effectively.

In addition, this session reminds participants of the development issues they discussed in CAST/CREST. It serves as a bridge* to a more in-depth look at Peace Corps' development approach in the host country. For participants who have not attended a CAST/CREST, the session is a basic introduction to development issues.

TOTAL TIME: Approximately 2 hours plus 15-minute break

GOALS:

1. To review concepts and definitions of development.
2. To discuss an approach to development which emphasizes self-reliance and the involvement of all segments of a population.
3. To hear host country representatives' opinions on development and perspectives on roles Peace Corps Volunteers can appropriately play in the development process.
4. To allow participants to examine and compare their views and assumptions about development.

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* See Glossary.

TRAINER PREPARATION:

1. Read the entire session and decide whether you want to provide a brief lecture or a handout in step 6a. If you decide to provide a lecture, familiarize yourself with the handout and prepare a lecture covering the following points:

   - o Goal of Peace Corps approach to development/self-reliance
   - o International assistances - the benefits/drawbacks
   - o Who to include in a development project
   - o Volunteers' Role as facilitator, advocate of self-reliance
   - o How to check projects to ensure they are promoting self-reliance

2. Decide on a definition you will use for "development is..." (step 2d).

3. Rely heavily on various host country representatives (both male and female) in this session for their ideas on development issues. You will want presentors to prepare by thinking about brief comments they will make on specific points such as:

   - o historical perspective in their country
   - o self-reliance and the role a Volunteer can appropriately play
   - o how they define development in their country

TRAINER'S NOTE: One approach is to have different host country representatives address different topics instead of asking each one to discuss every topic.

4. Prepare necessary newsprint/blackboard and handouts.

MATERIALS:

- newsprint
- markers
- pencils and paper

PREPARED NEWSPRINT:

- Session goals (step 1)
- "Development is..." (step 2a)
- Task* for assumptions (step 4b)
- Task for reading handout (step 6a)

HANDOUTS:

- Development and Self-Reliance
- Individual Skills Inventory

PROCEDURES:

OPTION FOR TRAINEES WHO
HAVE ATTENDED CAST/CREST

Opening Statement and Goals for Participants Who Have Attended CAST/CREST

1a. Begin the session by referring to the CAST/CREST and acknowledging what they learned. Explain that the CAST/CREST is helpful because it provides a basic overview of development issues and the important roles of the Peace Corps Volunteers, such as helper, consultant, and problem solver. (As you mention these, write these three key words on newsprint.) 5 min

1b. Read Goals from newsprint.

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* See Glossary.

OPTION FOR TRAINEES WHO HAVE NOT ATTENDED CAST/CREST

5 min

1. Opening Statement and Goals for Participants Who Have Not Attended CAST/CREST

Begin the session by explaining why it is so important that Peace Corps Volunteers be aware of development. Stress that no matter what job they perform (teachers, health workers, etc.), they are development workers.

Make the following points:

a. "Volunteers' work will have an impact on individuals and the development of the host country.

b. Being a Peace Corps Volunteer/ development worker extends beyond just doing a job. It means being aware of:

   - o the development plan of the country;
   - o the role that you play as a Volunteer in that development plan;
   - o the political and social consequences of being a North American working in the host country; and
   - o the impact on many segments of the population - men, women, children, and the elderly of a country.

c. This first session will serve as a review and introduction."

CONTINUATION FOR ALL TRAINEES

Review of Development

2a. Ask the group to think about what they know or believe about development, based on CAST/CREST (if they attended one), past experiences, or what they have read. Using prepared newsprint, ask them individually to write down 3-4 words or phrases that complete the sentence, "Development is...": 2 min

Sample Newsprint

> Development is...

2b. participants work individually, writing words and phrases. 3 min

2c. Ask for samples of words and phrases participants used to complete the sentence. As they respond, write 10-12 of their words/phrases on the newsprint. Your completed newsprint may look like: 5 min

Sample Newsprint

> Development is...
>
> o new technology
> o loss of culture
> o good
> o what the people want
> o often imposed

5 min

2d. Based on the various words and phrases participants have chosen to describe development, ask if there is someone who can summarize it all into one sentence that defines development. Explain that you want a "working definition"* and that the group may alter it as the session progresses. Take time to let the group decide on its definition.

Write the definition on newsprint. Post it along with their list of words and phrases.

TRAINER'S NOTE: If they have difficulty in doing this, suggest a definition such as:

"Development is a process which

helps people by providing skills and knowledge to improve their lives in ways they determine as important and essential;

allows individuals to raise themselves out of poverty; and

fosters pride and self-confidence."

or use one with which you are comfortable.

Development in the United States

3 min

3a. Mention to participants that one way to start looking more closely at the concept of development is to examine some development programs with which they might be more familiar. Ask them to think of development in the United States and try to come up with one or two examples of development that has occurred there. The example could be of a historical incident, or some form of development they have witnessed in their own communities. Explain that they do not have to think about whether the results of the development were positive or negative. They just need to think of an incident where development was intended.

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* See Glossary.

TRAINER'S NOTE: If they have difficulty thinking of examples of development, remind them of such things as paving roads between a Native American reservation and a local city; the building of freeways, bridges, skyscrapers, etc.

After you have taken several responses, stress that, "It's helpful to start looking at development in our own country and then look at it in a developing country. Focusing on development in our own country gives us a place to start."

Give them a minute or so to think about examples.

3b. Ask if any one has an example. Take several responses.

Assumptions About Development

4a. Highlight the following as the main reasons for asking people to think about development in the United States are: 5 min

- to remind them that development occurs in all countries.
- to look at development and how our values and assumptions can interfere with our perceptions.
- to allow them to examine the impact of development.

Emphasize, "In defining development and giving examples of development in the U.S. as we have done, it is obvious we all have opinions/ assumptions about development. We may think it is good or bad, but we all have assumptions."

Explain that assumptions are ideas or theories you have about a subject that you presume (believe) to be true. Some examples of assumptions people may have about development are:

- Foreign assistance helps the development of Third World countries.
- Foreign assistance hinders the development of Third World countries.

They are both assumptions.

3 min

4b. Explain that assumptions about development determine how Peace Corps Volunteers approach their roles. "The next step will help examine and compare some of the assumptions we bring."

Working in groups of 4-5, explain that you would like them to think about their assumptions, and to compare them. Explain the task using prepared newsprint.

Sample Newsprint

Choose 3 topics and write your assumptions:

1. Poverty
2. Your role as a development worker
3. Who should be involved in decisions about development
4. The role of women in traditional societies
5. Development in a Third World country

4c. Break participants into groups of 4-5 to work on task. Tell them to post their assumptions on the wall as they finish; walk around the room and read each other's assumptions.

15 min

Processing Assumptions

4d. When you finish reviewing the assumptions, ask the following questions of the group:

10 min

- "What surprised you about some of the responses you heard in this exercise?"
- "What similarities or differences did you see between the various groups?"
- "When discussing these assumptions, what kinds of things did it make you think of in terms of your role as a development worker?"

5a. Break

15 min

Brief Lecture/Handout

6a. Summarize the points participants made (if they did) that support a development philosophy of self-reliance.

If you choose the lecture method, deliver your lecture covering the points outlined in Trainer Preparation #1, at the beginning of this session.

LECTURE
10 min

- OR -

If you choose to use the handout, explain the following task using prepared newsprint.

HANDOUT
10 min

Sample Newsprint

TASK FOR READING

1. Isolate 2-3 development concepts you see as important.
2. Note questions and comments

Processing Lecture/Handout

LECTURE
5 min

6b. When you have finished the lecture, ask if there are any questions. Respond to the questions.

- OR -

HANDOUT
5-10 min

When participants have completed reading the handout, ask if there are any questions. Respond to the questions.

Then ask:

- "Which concepts did you see as important?"
- "What are your initial reactions to these concepts?"

6c. Lead a discussion using the following questions.

- "Why do you agree or disagree with the concept of self-reliance?"

15 min

- "How does the concept of self-reliance fit into how you perceive your role as a Peace Corps Volunteer?"
- "How can you make sure you are planning and implementing your projects without excluding some segments of the population?"
- "How can you make sure you are not creating a dependency situation?"

- "How will you know if you are helping increase the self-reliance of varied segments of the population?"

6d. Ask various host country representatives to state their views about development in their country, what they think about self-reliance, and the most appropriate roles Peace Corps Volunteers can play. Allow participants to react. Do not, however, let this brief overview extend for too long a period of time. 15 min

TRAINER'S NOTE: It is important for participants to hear other perspectives, especially those of host country representatives.

Summary and Closure

7a. Referring to participants' original newsprint for "Development is...," and their original definition of development, ask if participants want to add, subtract, or change anything on the newsprints based on new information or perspectives gained during the session. Allow them to make changes and to explain why they are making changes. 5 min

Conclude with the question: "Based on what we have discussed today, what do you think you need to do now to learn more about development in the host country and your role as a Peace Corps Volunteer in that development?"

7b. Remind participants that various development sessions have been built into Preservice Training to help them learn some of the things they just identified. Go on to explain that this session was a first step in: 2 min

- reviewing concepts and definitions of development

- o looking at personal assumptions on development

Urge participants to seek out more information on their own.

1 min 7c. Preview the next session, and close this one.

8a. If you did not use the handout, "Development and Self-Reliance" as a reading, distribute it now as a reading.

3 min 9a. Distribute the Individual Skills Inventory. Explain it and ask participants to complete phase 1 before the next session.

TRAINER'S NOTE: Review the attached Trainer's sample to ensure your ease and ability to answer participants' questions.

Individual Skills Inventory

This workbook has been designed to 1) help you determine what skills you need as a Peace Corps Volunteer; 2) examine skills you currently possess; 3) look at ways to improve and acquire skills during and after training; and 4) check on your own progress throughout PST.

You will be asked to refer to this workbook three times during PST. Please complete the phases only as you are requested to do so. You will use it especially at the end of training. Please keep this workbook throughout the program.

TRAINER'S NOTE: Distribute the workbook after Session 1. Follow this sequence:

- After Session 1 - ask participants to complete phase I.
- After Session 7 - ask them to complete phase II.
- During Session 12 - ask them to complete phase III (the lesson plan for Session 12 includes it.

Stress that how much they get out of the skills inventory will depend on how much they put into it. It is something for them to keep track of on their own.

INDIVIDUAL SKILLS INVENTORY - PHASE I - COMPLETE AFTER SESSION 1

Skills I already have that will assist me as a volunteer in development work	Skills I need to improve	How I can improve them	Skills I need to acquire	How I can acquire them

TRAINER'S NOTE: Distribute the individual skills Inventory after Session 1.

Urge participants to complete Phase I. Explain that the space at the bottom (NOTES TO MYSELF) is for each individual to take notes over the weeks about his/her progress in the skills areas. The day after they complete Phase I, in another session (it can be development, language, technical, etc.), ask the following questions:

- o What were some of the useful skills you identified that you already have?
- o What are some you need to improve and acquire?
- o How will you go about doing that?

NOTES TO MYSELF:

INDIVIDUAL SKILLS INVENTORY - PHASE II - COMPLETE AFTER SESSION 7

Since Phase I, other useful skills I discovered I already have	Skills I identified in Phase I that I have improved	Skills I still need to improve; other skills I have identified that need improvement	How I can improve them	Which skills in Phase I I needed to acquire that I have acquired	Skills I still need to acquire or that I have identified as new skills to acquire	How I can acquire them

TRAINER'S NOTE:
After Session 7, ask participants to complete Phase II. The following day, ask these questions:

- o Which skills have you improved/acquired since the beginning of training?
- o What skills do you still need to work on?
- o How do you plan to work on them?

NOTES TO MYSELF:

INDIVIDUAL SKILLS INVENTORY - PHASE III - COMPLETE AS PART OF SESSION 12

PCV TASK: Ratings on how well I currently think I could do this task 1 2 3 4 5 I do not have the skills to do this at all — I have moderate skills for doing this — I have enough skills to do this well	Check off tasks which require that I still need to improve/acquire a skill	Name the skill	My strategy for improving/acquiring this skill after PST	How will I check myself? How will I know when I have acquired this skill?
To initially enter a community & establish credibility 1 2 3 4 5				
To sensitively get to know the community 1 2 3 4 5				
To meet community members and make friends 1 2 3 4 5				
To identify and work with appropriate leaders 1 2 3 4 5				
To identify community needs 1 2 3 4 5				

TRAINER'S NOTE: This section is an important part of the last session in the manual, Session 12: Summary of Development Sessions. Refer to the lesson plan which explains how it is to be used in step 4a. If you choose not to conduct Session 12, you can use this section anyway as long as you provide explanation of its purpose: "To identify where everyone is in terms of skills necessary to be a successful PCV; to look for ways of acquiring more skills after PST."

INDIVIDUAL SKILLS INVENTORY - PHASE III - COMPLETE AS PART OF SESSION 12

PCV TASK: Ratings on how well I currently think I could do this task 1 2 3 4 5 I do not have the skills to do this at all — I have moderate skills for doing this — I have enough skills to do this well	Check off tasks which require that I still need to improve/ acquire a skill	Name the skill	My strategy for improving/acquiring this skill after PST	How will I check myself? How will I know when I have acquired this skill?
To work toward self-reliance for all segments of the population 1 2 3 4 5				
To evaluate how I am doing as a PCV 1 2 3 4 5				
To take into account the host country perspective on development needs 1 2 3 4 5				
To analyze development problems, causes & consequences ... to see how any project fits in 1 2 3 4 5				

Session 1 p.18
TRAINER'S SAMPLE ISI-6

INDIVIDUAL SKILLS INVENTORY - PHASE III - COMPLETE AS PART OF SESSION 12

PCV TASK: Ratings on how well I currently think I could do this task 1 2 3 4 5 I do not have the skills to do this at all I have moderate skills for doing this I have enough skills to do this well	Check off tasks which require that I still need to improve/acquire a skill	Name the skill	My strategy for improving/acquiring this skill after PST	How will I check myself? How will I know when I have acquired this skill?
To realistically assess what my impact can and cannot be as a PCV 1 2 3 4 5				
To use non-formal education techniques to transfer my skills to others 1 2 3 4 5				
To adjust my own style of working so it fits in with the styles and needs of host country people 1 2 3 4 5				
To solve problems, whether they be personal or work related 1 2 3 4 5				

INDIVIDUAL SKILLS INVENTORY - PHASE III - COMPLETE AS PART OF SESSION 12

PCV TASK: Ratings on how well I currently think I could do this task 1 2 3 4 5 I do not have the skills to do this at all — I have moderate skills for doing this — I have enough skills to do this well	Check off tasks which require that I still need to improve/ acquire a skill	Name the skill	My strategy for improving/acquiring this skill after PST	How will I check myself? How will I know when I have acquired this skill?
To plan, design, run, manage and evaluate projects 1 2 3 4 5				
To gather information about work, culture, people, etc. in a culturally appropriate and sensitive fashion 1 2 3 4 5				
Others: 1 2 3 4 5				
1 2 3 4 5				
1 2 3 4 5				

TRAINER'S NOTE: Identify other tasks you and your staff feel important and list them here. Also ask participants for others

SESSION 2: DYNAMICS OF DEVELOPMENT

RATIONALE:

Two important principles that should be considered in development work are 1) problems do not exist in isolation, and 2) problems and their possible solutions often affect men, women, children, and the elderly in very different ways.

The purpose of this session is to get participants to begin thinking about their own upcoming project assignments within the context of a larger development process. The session provides two alternative training designs. Alternative 1 uses the movie "Maragoli" as a case study (for countries which have access to the film). Alternative 2 uses 2 written case studies, "Abbe," or "Coralio" which are provided. In either case, the point of this session is to raise participants' awareness that because development problems are related, potential solutions to one problem could lead to other problems, and that problems and solutions affect men, women, children, and the elderly differently. One must look at development as a total system.

TRAINER'S NOTE: Participants who have attended a CAST/CREST may have seen the movie "Maragoli." However, they would not have discussed it extensively. Use your judgment whether to use it again, or to use the written case study.

TOTAL TIME: For Alternative 1 ("Maragoli") approximately 2 hours 15 minutes plus a 15-minute break.

For Alternative 2("Abbe or Coralio") approximately 1 hour 40 minutes.

GOALS:

1. To identify some of the factors that inhibit development and to show how different development problems are interrelated.
2. To demonstrate that the various development problems in a community cannot be viewed in isolation of each other.
3. To discuss the responsibility the Volunteer has in considering the overall picture of related development problems when making decisions about his/her individual assignment and/or project(s).
4. To recognize that problems and their potential solutions often affect men, women, children, and the elderly in very different ways.

TRAINER PREPARATION:

1. Decide whether you will use Alternative 1, the movie "Maragoli," or alternative 2, the written case studies "Abbe or Coralio." For alternative 2, familiarize yourself with the case study so that you can lead the discussion. "Abbe" and "Coralio" represent two different cultures and development situations, read them both and choose the one most appropriate for your training. For alternative 1 you will need to preview the movie.
2. Brief other trainers on their roles and responsibilities. Ask host country representatives who will assist you in the session at step 8 to be prepared to comment on:
    - similarities and/or differences in the types of problems in the case study and in the realities in the host country.

- how various development problems are related within the host country. (For instance, poor heating may cause low attendance in schools and therefore a lack of education.)
- how solutions to problems, while benefiting one group, have had an adverse effect on another group. (For example, ox-plow farming enables men to increase their cash crop acreage, but requires that women and girls spend more time planting, weeding, harvesting and processing.)

3. Prepare necessary newsprint.

MATERIALS:

- newsprint
- markers

HANDOUTS:

- Observation Guide (step 2b) (optional if you only want it on newsprint).

PREPARED NEWSPRINT:

- goals of session (step 1)
- observation guide (step 2b)
- task for small group discussion about movie/case study (step 5)

ALTERNATIVE ONE: "MARAGOLI"

PROCEDURES:

Opening Statement and Goals

1a. Remind participants that in the first session they reviewed development definitions and assumptions, as well as larger questions about how Peace Corps works as a development agency. 3 min

"In this session we will be focusing on 3 major observations:

- o development problems do not exist as isolated entities, but are more like a spider's web - they are intricately connected within a total system;
- o a solution to one problem might make other existing problems worse or may even lead to new problems; and
- o problems and their solutions often affect men, women, children, and the elderly in very different ways.

These considerations are especially important ones for Peace Corps Volunteers, because you are strangers to the total system. No matter what your assignment - health, agriculture (substitute with their actual assignments) - the problem(s) it is designed to address is connected to a number of other problems, problems which might not even seem similar to you at first. In this session, we will look at how these development problems are related."

1b. Read goals from newsprint.

2 min

Introduction to the Movie

2a. Explain that participants will be analyzing the development problems of a community that is described in the movie "Maragoli." Emphasize that although the situations in the movie might not appear to be exactly like the country to which the participants are assigned, it is a developing country like any other. The purpose of the assignment is to analyze development problems that might occur anywhere.

2b. Observation Guide

Tell participants that as they see the movie they should pretend they are being assigned to that community to do the same job they are actually assigned to in-country. With this in mind, they should think about the following questions, which they will be expected to answer after becoming familiar with the case study. Use prepared newsprint to review the questions.

Sample Newsprint

> Observation Guide
>
> Given the movie:
>
> 1. What specific problem would you work on in your job assignment?
> 2. What are the causes of that problem?
> 3. How does the problem you would choose to work on relate to other problems suggested in the movie or that you can imagine?

TRAINER'S NOTE: Instead of having the Observation Guide on newsprint, you can also make a copy for each participant and have them complete their own.

2c. Show the film. 60 min

2d. Ask participants to spend a few minutes jotting down their ideas on their observation sheets or a separate piece of paper. 10 min

3a. Break 15 min

Group Discussion of Movie

4a. Ask the group a general question about the movie such as: 5 min

"What is your first reaction to the movie?"

- OR -

"What struck you the most about the movie?"

Get 5 or 6 responses.

5 min

5a. In order to delve more deeply into development issues, have participants work in small groups of 5-6 people, mixing the groups so that participants from different program areas are represented in each group (e.g., health, education, agriculture).

Using prepared newsprint, explain that trainees should spend 30 minutes discussing the following questions:

Sample Newsprint

Discuss:

1. What was the problem you focused on in the film?
2. Did the problem appear to affect men and women the same or differently? If differently, in what ways?
3. How was the problem you focused on related to other problem areas? What is the possibility that solutions you generate for your area could cause problems in another area?
4. What does the relationship between problems mean for your work with other Volunteers and other programs in your work site?

30 min

6a. Participants break into small groups and discuss questions.

TRAINER'S NOTE: Host country representative should walk around listening to the comments of different groups.

7a. Reconvene the large group and ask the following questions:

"What kinds of problems did you focus on in the film?" (Get a general idea of the various types they chose.) "How were these problems related to each other?"

TRAINER'S NOTE: Help participants see how the problems in one sector are linked to problems in another sector, e.g., if children are ill (health) they cannot attend school (education).

"How did the problems affect men and women differently? How did they affect children? How did they affect the elderly?"

"What did you learn about the roles of men? About the roles of women?"

"Given this interrelatedness of problems, what will you need to keep in mind as you approach your own work in the community?"

"What are some of the things you need to learn about development problems and processes during the rest of your training program?"

TRAINER'S NOTE: If appropriate for your situation, you can ask the following question: "What are some specific ways we can use the communities in which our training is conducted to learn about the issues raised in this session?"

Host Country Representative Comment 10 min

8a. Ask host country representatives to add any other perspectives on how development problems are interrelated in their country, and the role of the Volunteer.

Summary and Closure

9a. Remind participants that in this session they:

identified the causes of development problems and how they are related;

began to think about how they would approach development problems given their job assignments; and

discussed some of the tactics necessary to see development as a whole and not just in terms of isolated problems.

Close with the thought that "keeping these ideas in mind can help you as you begin to analyze your communities, work on your jobs, and plan development strategies that promote self-reliance."

9b. Preview the next session.

9c. Close this session.

ALTERNATIVE TWO: WRITTEN CASE STUDIES -"ABBE" OR "CORALIO"

PROCEDURES:

Opening Statement and Goals 3 min

1a. Remind participants that in the first session they reviewed development definitions and assumptions, as well as larger questions about how Peace Corps works as a development agency.

"In this session we will be focusing on 3 major observations:

- o development problems do not exist as isolated entities, but are more like a spider's web - they are intricately connected within a total system;
- o a solution to one problem might make other existing problems worse or may even lead to new problems; and
- o problems and their solutions often affect men, women, children, and the elderly in very different ways.

These considerations are especially important ones for Peace Corps Volunteers, because you are strangers to the total system. No matter what your assignment is - health, agriculture (substitute with their actual assignments) - the problem(s) it is designed to address is connected to a number of other problems, problems which might not even seem similar to you at first. In this session, we will look at how these development problems are related."

1b. Read goals from newsprint.

Notes/Summary

Introduction to the Case Study

2 min

2a. Explain that participants will be analyzing the development problems of a community that is described in the case study "Abbe" or "Coralio." Emphasize that although the situations in the study might not appear to be exactly like the country to which the participants are assigned, it is a developing country like any other. The purpose of the assignment is to analyze development problems that might occur anywhere.

TRAINER'S NOTE: "Abbe" and "Coralio" are intended to stimulate discussion about the nature, relationship, and consequences of development problems at the community level by providing a mixture of facts and opinions about a village in the Sahel and Latin America. The data provided are selected from actual figures for Senegal and Honduras; the anecdotal information is distilled from the experiences of several returned Peace Corps Volunteers. One of the keys to successful utilization of the case study is your ability to prod participants to answer their own questions, to dig more deeply into their own assumptions, and to remind participants of the complexities of community needs assessment, information filtering, and project planning which will be addressed in the Preservice Training cycle.

Observation Guide

2b. Ask participants to read the case study and pretend they are being assigned to that community to do the same job they are actually assigned to in-country. With this in mind, they should think about the following questions, which they will be expected to answer after becoming familiar with the case study. Use prepared newsprint to review the questions.

Sample Newsprint

Observation Guide

Given the case study:

1. What specific problem would you work on in your job assignment?
2. Who thought the problem was a priority?
3. What are the causes of that problem?
4. How does the problem you would choose to work on relate to other problems suggested in the case or that you can imagine?

TRAINER'S NOTE: Instead of having the Observation Guide on newsprint, you can also make a copy for each participant and have them complete their own.

2c. Participants read the case study and write down notes in preparation for the discussion. 30 min

3a. Break 15 min

Group Discussion of Case Study

4a. Ask the group a general question about the case study, such as: 5 min

"What is your reaction to the case study?"

Get 5 or 6 responses.

5a. In order to delve more deeply into development issues, have participants work in small groups of 5-6 people, mixing the groups so that participants from different program areas are represented in each group (e.g., health, education, agriculture). 5 min

Using prepared newsprint, explain that they should spend 30 minutes discussing the following questions:

Sample Newsprint

Discuss

a. What was the problem you focused on in the case study?

b. Did the problem appear to affect men and women the same or differently? If differently, in what ways?

c. How was the problem you focused on related to other problem areas? What is the possibility that solutions you generate for your area could cause problems in another area?

d. What does the relationship between problems mean for your work with other Volunteers and other programs in your work site?

30 min

6a. Participants break into small groups and discuss questions.

TRAINER'S NOTE: Host country representative should walk around listening to the comments of the different groups.

7a. Reconvene large group and ask the following questions:

"What kinds of problems did you focus on in the case study?" (Get a general idea of the various types they chose.) "How were these problems related to each other?" "Who saw them as problems?"

TRAINER'S NOTE: Help participants see how the problems in one sector are linked to problems in another sector, e.g., if children are ill (health) they cannot attend school (education).

"How did the problems affect men and women differently? How did they affect children? How did they affect the elderly?"

"What did you learn about the roles of men? About the roles of women?"

"Given this interrelatedness of problems, what will you need to keep in mind as you approach your own development work in the community?

"What are some of the things you need to learn about development problems and processes during your training program?"

What additional information would you have liked to have in order to do the tasks?"

TRAINER'S NOTE: Usually groups express some frustration in working with a case study - "I didn't have enough information"; "This didn't seem real to me"; "I wouldn't walk in there cold." This provides the trainer with an excellent opportunity to preview the next RVDW session, appropriately titled "Information as a Development Tool." Given time and group interest you can explore different priorities in "Abbe," or "Coralio" and discuss where they will find out the true problem in their own villages.

Explain that during the next session trainees will be working on information gathering.

Host Country Representative Comment

8a. Ask host country representatives to add any other perspectives on how development problems are related in their country, and the appropriate role Volunteers can assume. 10 min

Summary and Closure

9a. Remind participants that in this session they:

identified the causes of development problems and how they are related;

began to think about how they would approach development problems given their job assignments; and

discussed some of the tactics necessary to see development as a whole and not just in terms of isolated problems.

Close with the thought that "keeping these ideas in mind can help you as you begin to analyze your communities, work on your jobs, and plan development strategies that promote self-reliance".

9b. Preview the next session.

9c. Close this session.

SESSION 3 PART I:

INFORMATION GATHERING AS A DEVELOPMENT TOOL: BASIC SKILLS IN INFORMAL INTERVIEWING

RATIONALE:

Before Volunteers can begin to work, live, and communicate effectively in another culture they need to be able to gather information about the various issues and people with whom they are dealing. The better the information gathering skills, the more sound the information and the more appropriate the judgments made by Volunteers.

The purpose of Part I of this session is to introduce participants to basic informal interviewing skills. Part II provides them with specific information gathering techniques and allows them to practice these techniques on a field trip.

TOTAL TIME: Approximately 1 hour 45 minutes

GOALS:

1. To introduce participants to the concept of informal interviews for gathering information.
2. To discuss and practice informal interviewing skills such as:

   awareness of non-verbal behavior
   formulating questions
   listener responses and probes

TRAINER PREPARATION:

1. Brief other trainers on their responsibilities and expected outcomes of the session. This is a session that really needs the input and participation of various host country representatives.

Notes/Summary

Work with host country representatives (especially language and cross-cultural advisors) on the following steps:

a. Step 3c - During the session they will need to add any non-verbal cues specific to the host culture.

b. Step 3d - Two or three host country representatives should prepare and run a role play in which each of them clearly displays non-verbal cues that participants can observe. Suggestions: a party, restaurant, or an interview.

c. Step 5 - The "Listener Responses & Probes" handout should be reviewed by host country representatives to see if 1) they are appropriate given the host culture; and 2) to delete anything not appropriate; and 3) to add anything that ought to be included

   - decide what to tell participants about what goes in the last column, "Notes About Listener Response In This Culture." Suggestions - how appropriate the response is; how it might be received; the translation of the response into the host country language.

2. As lead trainer, familiarize yourself with the handout on "Question Types" and the difference between open- and closed-ended questions. In step 4a you will have to be able to explain the difference.

3. Prepare your newsprints.

MATERIALS:

- newsprint
- markers
- listener response dialog for trainer's use only

Notes/Summary

PREPARED NEWSPRINT:

- goals of session (step 1b)
- open/closed-ended question (step 5e)
- information gathering guidelines (step 7b - option 2 only)

HANDOUTS:

- "Question Types"
- "Listener Responses and Probes for Information Gathering"

PROCEDURES:

Opening Statement and Goal

2 min

1a. Mention that one of the most important skills a Volunteer can have is the skill of effective information gathering. "No one ever really sits down and tells you all the cultural rules and history of the host country, or specifically explains the way you will function most effectively in your job." It is up to the Volunteer to seek out this information on his/her own. This is a two-part session. Part I will look at basic communication and some ways to get information through informal interviews. Part II will include a field trip so that participants can actually practice gathering information.

TRAINER'S NOTE: For participants who have attended CAST/CREST, acknowledge that they had a brief introduction to information gathering at their CAST/CREST. This session is much more in-depth.

1b. Read session goals for Part I from Newsprint.

Non-Formal Interviews

2a. Ask participants ways they can get information in-country. Their responses should include:

Notes/Summary

- observe
- listen
- research

State that this session will focus on observing, listening, and some skills for improving on both of these. Explain that "one of the best ways we get information is through informal interviews, or simply by talking to people: co-workers, family members, the old man who sits in the plaza, a neighbor over a beer, etc. Today we will focus on basic communication in these informal interviews."

Non-Verbal Behavior

3a. Explain that people send us messages by the words they speak. Likewise they send us messages by their body language and non-verbal behavior or cues. Information gatherers need to become attuned to these non-verbal cues, especially the new ones in another culture.

5 min

3b. Ask participants to help you generate a list of non-verbal cues. List them on newsprint. Some examples you might want to be sure are mentioned are:

Examples	Trainer's Note
eye contact	whether someone looks you in the eyes, or looks away, or focuses on something else
posture	whether someone slouches, sits very straight, crosses legs, arms

Notes/Summary

Continued from previous page

Examples	Trainer's Note
gestures	how someone uses hands, body during interaction
touch	how people touch or do not touch each other
smell	do they use heavy perfumes, cologne
manners	how people act in public
facial expressions	smiles, frowns, grimaces, etc.
symbols	necklaces, chains, crosses, badges
tone of voice	whether they speak loudly, softly
color	whether clothes are bright, dull, clashing
dress	whether someone is sophisticated in dress
hygiene	whether someone is well bathed and groomed
space	the distance someone puts between him/herself and another person while communicating (varies greatly from culture to culture)

3 min 3c. Referring back to the list the participants generated, ask if they think these non-verbal cues are true for communications in the host country. After a brief discussion, add any more that might come out of this conversation.

1 min 3d. Lead a discussion on how these non-verbal cues are used in the host country.

10 min 3e. Ask participants the following questions:

> **"How does non-verbal behavior (much of it still unfamiliar to you at this point) affect your role as an information gatherer in informal interviews?"**
>
> **"As a North American, what non-verbal cues can you give off in an informal interview that could be positive? negative? create double messages?"**

Formulating Questions

4a. Mention that being aware of non-verbal cues is important, but it is only a first step. Stress the following:

> **"Another skill to practice is asking the types of questions that will get you the information you want. The next few steps will help make some important points about how to ask questions."**

3-5 min 4b. Select a topic participants might want to know about, such as "traditional medicine in the host country." Ask participants to list questions they would ask in an informal interview. As they list questions, write them on newsprint. Your newsprint might look like this:

---

* See Glossary.

Sample Newsprint

Traditional Medicine in the Host Country

What are some of the superstitions about healing?

Do traditional healers use poultices?

Does religion enter into traditional medicine?

How does traditional medicine differ from modern medicine?

Hang the newsprint on the wall.

4c. Explain that some of the questions they asked will get them more information than others because they are open-ended questions. They elicit more than a yes or no answer. Pass out the handout, "Questions Types," and review it with participants. 5 min

4d. Go back to the questions the participants generated about traditional medicine in step 4b. With the help of the participants, identify and rewrite the questions which are closed so they become open-ended. 5 min

4e. Explain that for the information gathering practice at informal interviews, you want them to concentrate on formulating open-ended questions. Ask each participant to write on a piece of paper an open-ended question for the topic: "family life in the host country."

4f. Participants individually write questions. 1 min

3-5 min

4g. Ask those who wish to, to read their questions aloud. Ask others if the questions are open-ended. Make corrections as necessary. Take as many questions as you feel necessary.

4h. Lead a discussion with the following questions:

- When are closed-ended questions most appropriate?
- How can you use open-ended questions to your advantage?

Listener Responses

5-10 min

5a. Mention that once people start talking and giving information, there are certain kinds of responses listeners can give to let the people know that they are listening and are interested, and in order to get them to talk more. Distribute the handout, "Listener Responses & Probes for Gathering Information." (Be sure it has been adapted so that it suits the culture of the host country.) Read it to the participants as they review their copies. The comments you make about each response you choose should reflect the host culture. Participants should note these comments in the column to the far right.

TRAINER'S NOTE: Acknowledge that some of the trainees may be aware of listener responses. The intent is to look at how these responses are used or not used in the host country.

1 min

5b. Explain that you and another trainer are going to read a dialog together. Indicate who will be the speaker and who will be the listener. The participants' task is to identify the probes they hear.

Notes/Summary

5c. Conduct the dialog based on the "Listener Response Dialog" provided for you, or your adaptation of it based on your knowledge of the host culture. 3 min

5d. Ask participants to verbally identify the probes they heard. 3 min

5e. Have the following statements listed on newsprint. Ask participants which probes they could use for each of these statements. They should pretend that they are information gathering in an informal interview. The speaker has just made a statement. Which listener response will they use? 3 min

Sample Newsprint

1. We're in the middle ages when it comes to women's rights.
2. We have had the tradition of using poultices for centuries.
3. I think the way for you to get your job done is to follow the rules. They don't like dissenters around here. There is a lot to be done.

TRAINER'S NOTE: Here are some suggested responses to the statements listed above.

1. Neutral phrases - "Could you elaborate on that?"
2. Indication of understanding - "I see."
3. Paraphrase - "You think I should just do my job and not rock the boat?"

Add one or two of your own questions.

5f. Ask the following:

5 min

- o What comes to mind when you think of using some of these listener responses?
- o What will be easy?
- o What will be difficult?
- o How can you incorporate them into some of your informal interviews?

Sustaining the Informal Interview

15 min

6a. Mention that once you engage someone in the host country in an informal interview, there may be some cultural hints for keeping that interview going other than using appropriate questions and utilizing appropriate non-verbal cues. Ask host country representatives to comment on some of these cultural hints (e.g., drinking tea, having dinner, walking).

OPTION FOR TRAINEES WHO HAVE
ATTENDED CAST/CREST

Option 1: Summary and Closure

7a. Remind participants that this session has been the first part of a two-part session on information gathering via informal interview. Today they talked about

the informal interview;
non-verbal cues;
formulating questions;
listener responses; and
how to get people in this culture to talk to you.

Ask them also to keep in mind 3 rules for information gathering that they learned in CAST/CREST:

know what you want to find out;
go to one appropriate source for your information; and
check out various points of view.

Continuation from previous page

OPTION FOR TRAINEES WHO HAVE ATTENDED CAST/CREST

Summary and Closure (Continued)

7b. Explain that in the next session they will have the opportunity to practice all these skills.

7c. Close this session.

OPTION FOR TRAINEES WHO HAVE NOT ATTENDED CAST/CREST

Option 2: Summary and Closure

7a. Remind participants that this session has been the first part of a two-part session on information gathering via informal interviews. Today they talked about — 1 min

the informal interview;
non-verbal cues;
formulating questions; and
how to get people in this
culture to talk to you.

7b. Provide a brief lecture which covers the following guidelines for information gathering. — 10 min

Sample Newsprint	Your Explanation
Information Gathering	
1. Know what you want to find out.	1. "Think ahead of time to determine the information you need."
2. Ask the questions that will get you the information you really want.	2. If you want to know how you will be treated by Peace Corps staff, ask, "How will I be treated by Peace Corps staff?" and not something vague like, "What do Peace Corps Volunteers think of Peace Corps staff?"
3. Go to the appropriate sources.	3. "If you want to know how women are treated in the host country, ask a woman."
4. Check out points of view.	4. "Ask various women their opinions on how they are treated... married, single, young, old, professional, etc."

Notes/Summary

7c. Prepare 3 or 4 questions, to be read aloud, that people often ask when they just arrive in-country. As you read them, tell participants to try to determine what the person may really be asking. — 3 min

For example:

1. "Is there running water in the host country?" (might be asking what living conditions are like)
2. "Are there real doctors in the host country?" (possibly asking if he/she will get the same kind of medical treatment as in the U.S.)
3. "How do they feel about dating in the host country?" (may be asking if it will be acceptable to have a male/female relationship)
4. "How is the mail system?" (perhaps asking if he/she will get letters from home without any problems)

Closure

8a. Explain that in the next session they will have the opportunity to practice their information gathering skills. — 2 min

8b. Close this session.

TRAINER'S NOTE

FOR TRAINERS' USE ONLY
LISTENER RESPONSE DIALOG

Before starting dialog, explain to participants that the speaker is a Peace Corps Volunteer and the listener is another Peace Corps Volunteer. The listener is trying to get information about a problem the speaker is having with his/her supervisor.

Listener: Is this thing about your new supervisor a matter of not getting along?

Speaker: Well, I just think he's a real loser.

Listener: Want to elaborate on that? (NEUTRAL PHRASE)

Speaker: He's just a loser.

Listener: (SILENCE)

Speaker: I mean... he makes all sorts of demands. He doesn't really care about us as individuals. He just locks himself in his office. I just don't understand him.

Listener: Don't understand him? (ECHO)

Speaker: Yeah. He tries to give instructions, and no one, not even the people who speak his language, can figure them out. He skips around a lot -- tells us to do things, but not why. He's just so disorganized and his instructions aren't clear.

Listener: I see. (BRIEF ASSERTION OF UNDERSTANDING)

Speaker: Yeah. When he walks away from me, I feel more confused than ever.

Listener: So then, is this thing about the new boss a matter of not getting along? (REPEAT)

Speaker: Not exactly, he's just hard to work for.

Listener: So you're saying that it isn't a question of not getting along. Rather his disorganization and unclear instructions make it hard for you to work with him. Without clear instructions, you can't do your work well.
(PARAPHRASE)

Speaker: Yes, that's right.

SESSION 3 PART II:

INFORMATION AS A DEVELOPMENT TOOL: STRENGTHENING INFORMATION GATHERING SKILLS

RATIONALE:

As was stressed in Part I of this session, people who work in development, especially in cultural settings different from their own, must be able to effectively gather information in order to do their jobs and interact with others. After they have gathered information, they need to be able to "filter" it. In this case "filtering" means sifting through the information to select what is most relevant. It also means being able to tell what information is biased or slanted either by the source of the information or the gatherer of the information (the Peace Corps Volunteers).

Part II is designed to reinforce the concepts discussed in Part I and to help participants sharpen their skills in gathering pertinent information and in judging how that information might be biased by the source or the gatherer.

Participants who have attended a CAST/CREST have already had a 20-minute introductory session on information gathering and filtering. Option 1, which is designed especially for them, will help you review that session and bridge* it to this one.

Option 2 is designed for participants who have not attended a CAST/CREST. It provides you with a guide for introducing the concept of filtering.

Both options are structured in the following manner:

Phase 1. Introduction to concepts and site visit (option 1 - 50 minutes; option 2 - 1 hour 10 minutes).

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* See Glossary.

TRAINER'S NOTE:

Participants will need some proficiency with host country language in order to conduct the informal interviews. Use your judgment as to when in the training program this session is appropriate.

Phase 2. Site visit away from training center (2-3 hours).

Phase 3. Processing of site visit back at training site (45 minutes - 1 hour).

TOTAL TIME: Option 1 - approximately 1 hour 40 minutes, plus 2-3 hours site visit.

Option 2 - approximately 2 hours 10 minutes, plus 2-3 hours site visit.

GOALS:

Option 1 (for participants who have attended CAST/CREST):

1. To review the concepts of information gathering and filtering as a development tool.

Option 2 (for participants who have not attended CAST/CREST):

1. To introduce the concept of filtering as a development tool:

For options 1 and 2:

2. To provide an opportunity to practice information gathering and filtering in the host country.

TRAINER PREPARATION:

1. Brief other trainers on their roles (if any) and expected outcomes of session. Host country representative should be prepared to discuss some cultural filters

that might differ between their culture and the North American culture (option 1 step 2b, option 2 step 2f).

2. If you follow option 2 for participants who have not been to a CAST/CREST, familiarize yourself with the concepts of filters and information gathering (step 2) so that you can deliver the lecturette.

3. Plan the sites you want participants to visit in order to gather information (step 4e). Make arrangements ahead of time for some visits, such as with families.

4. Determine the amount of time for the site visit. This should depend on distance of sites and transportation. Participants will also need time to prepare their reports.

5. Prepare your newsprints.

MATERIALS:

- newsprint
- markers
- pencils and pens
- 2 x 3 pieces of paper with filters (step 2a)

PREPARED NEWSPRINT:

- goals (step 1)
- sender/receiver (step 2a)
- filter face (step 2a)
- information gathering (step 2g)
- information gathering categories (step 3b)
- technical example (step 3c)
- cultural example (step 3c)
- impact example (step 3c)
- task for field trip (step 4c)

HANDOUTS:

- 3 Individual Planning Forms (Technical, Cultural, and Impact)

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PROCEDURES:

OPTION FOR PARTICIPANTS WHO HAVE ATTENDED CAST/CREST

Option 1: Opening Statement & Goals for Participants Who Have Attended CAST/CREST

Opening Statement and Goals

1 min

1a. Explain to the participants that this session is intended to follow up the prior session on information gathering and to review the session they had at CAST/CREST about filtering questions. "The point of this session is to go one step beyond CAST/CREST and to begin to apply information gathering and filtering to a development setting."

1 min

1b. Read goals from newsprint.

Review of Filters and Information Gathering

2a. Ask them to summarize for you what they learned about filters in CAST/CREST. If you want, you can write their responses on newsprint.

TRAINER'S NOTE: In case they cannot remember what they learned about filters in CAST/CREST, you can remind them of the following concepts:

- You obtain information you need through a communication process.
- Communication is the exchange of messages between two or more people.
- Even though you may all hear the same messages (information), you may perceive the same information differently because of your "filters." For instance, someone in this culture may say

(Continued)

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"a typical family moved in next door." For that person a typical family is an extended family of 20 people. For you a typical family is 3-4 people. Their filters and your filters cause you to perceive certain concepts differently.

- Filters are the things you learned in childhood and have acquired over the years that bias your perceptions. Samples of filters are:

  - life experiences (what you have gone through)
  - culture (rules your culture teaches you)
  - respect (who you respect and do not respect)
  - prejudice (positive and negative feelings you have about certain groups)
  - values (the things that are important to you)
  - parents (the rules your parents taught you)
  - religion (norms your religion teaches you to follow)
  - background (what effects the neighborhoods you grew up in or lived in have on you)

- Filters cause you to listen attentively to some people and less to others because of what these persons represent to you.

TRAINER'S NOTE: For additional background information, read option 2 (for participants who have not been to a CAST/CREST). It provides a detailed lesson plan explaining filters.

2b. Ask the following question: **"What are some cultural filters that might differ between the host country and the North American culture?"**

Go to step 3a, Session 3 Part II p.12

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OPTION FOR PARTICIPANTS WHO HAVE NOT ATTENDED CAST/CREST

Option 2: Opening for Participants Who Have Not Attended CAST/CREST

Opening Statement and Goals

1 min

1a. Tell participants that, as was discussed in the prior session, one of the most important skills for being a successful Volunteer is to be able to effectively gather information. Mention that "you have been doing it all your lives. Now you are faced with gathering information as a development worker in another culture and language. This session is designed to sharpen these skills."

1 min

1b. Read goals from newsprint.

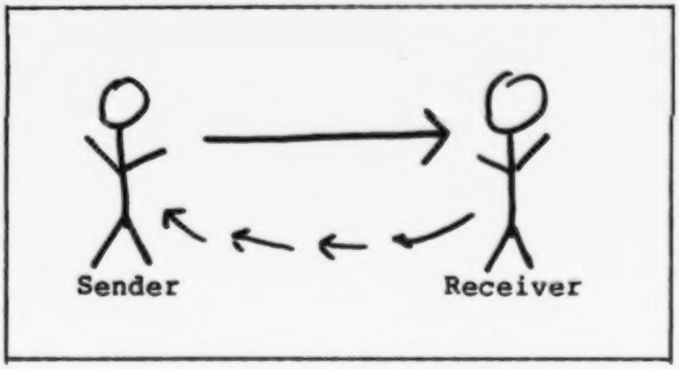
Lecturette on and Discussion of Filters

15 min

2a. Present a brief lecture which covers the following concepts, points, and steps:

- Remind participants that in the last session they discussed different ways of gathering information:
    - reading
    - observing
    - asking questions
    - listening
    - informal interviews
- The basic communication involved in verbally gathering information is sending and receiving messages (information) between two people, the sender of the messages and the receiver of the messages. You can use prepared newsprint to illustrate.

Sample Newsprint



- Add that, in an ordinary conversation or interview, the receiver often becomes the sender. (A broken arrow may be used to illustrate this point.)

- Because we are all human beings, all raised differently, we do not all perceive information (receive messages) the same way. For instance, if a car backfires, one man may perceive it as a backfire. Another man may perceive it as a gunshot, because he was in the war. A teacher might tell two different students, "You should go to college." One woman hears the suggestion as helpful and supportive. The other woman may hear it as a criticism that she needs to learn more.

- No two people perceive the same external stimuli in the same way. Filters are what make us perceive information differently; we all have them.

- Filters are the concepts we learned in childhood, and have acquired over the years, that bias our perceptions of what people say, and our choices about who to listen to.

Samples of filters are:

- life experiences (what you have gone through, e.g., the man who hears a gunshot instead of a backfire because of his war experiences.)

- culture (the norms with which you were raised, e.g., if a certain culture teaches that cleanliness is next to godliness, a person from that culture may have a very strong reaction in another culture where sanitation standards are not high. That same person may tend to listen more carefully to someone who is neatly dressed as opposed to someone who appears unkempt and sloppy.)

- respect (who you are taught to respect and how you respect them, e.g., if a person is taught to respect elders, he/she may respond to and listen to someone who is elderly, and show a good deal of courtesy even if what that person says is irrelevant.)

- self-image (how you perceive yourself, e.g., a low self-image or a too high self-image may hinder a person's ability to perceive objectively what is going on around him/her.)

- religion (the norms your religions teach you, e.g. a person who is taught the golden rule of "do unto others as you would have them do unto you" might approach the world differently than someone who believes "an eye for an eye." Two people who represent each of these views might also have some difficulty communicating.)

- prejudices (the races, ethnic groups, and social groups you are prejudiced for or against, e.g., a person who is taught that a certain race is lazy or crafty might have difficulty dealing objectively with a person of that race.)

- biases (the things you have an offense for or against, e.g., a person may be biased towards others like him/herself who are young and take risks, and therefore may easily communicate with these kinds of people)

  On the other hand, the same person might have a bias against older, more conservative individuals, and thus show more difficulty in objectively communicating.)

- background (where, how, and with what groups you were raised, e.g., a person from a very small town might have preconceived notions about large towns or people from the city. There are certain barriers established even before communication is initiated.)

- trust (e.g., you learned a lot about strangers and certain types of people when you were children. The things you learned affect who you will and will not trust now. For instance, many North Americans believe that they should not trust strangers or used car salesmen.)

- parents (e.g., if you were taught by your parents that being polite is very important, you may be drawn to other people and cultures you perceive as polite. Your negative reaction could be very strong to a person or culture you perceive as rude.)

- sex (the way you react to sexes and sex roles, e.g., if a person feels women belong in the home, that person may have difficulty

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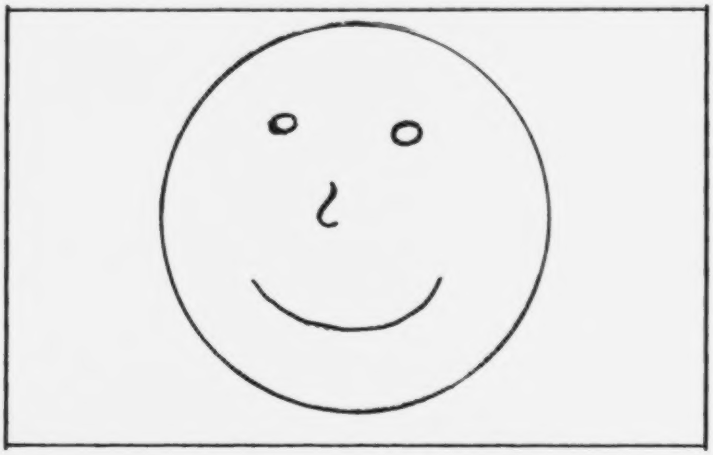
communicating with a female mechanical engineer.)

- o likes/dislikes (e.g., if you like something or someone, you will tend to respond favorably. If you basically dislike something or someone, you will tend to respond less favorably.)

TRAINER'S NOTE: One way to present visually the concept of how filters "block" the way we perceive information is to have prepared newsprint with a face that represents "everybody."*

Sample Newsprint



Have each filter written on 2" x 3" piece of paper with tape on the back. As you describe each filter, place it on the face, so that by the time you finish your description and examples of filters, the face is almost covered.

* Concepts of visual representation adapted from original work by Joan Bordman.

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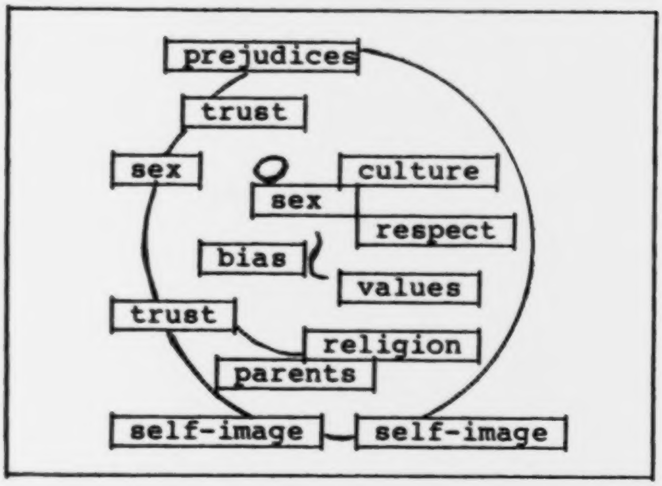
Sample Newsprint


prejudices
trust
sex
culture
sex
respect
bias
values
trust
religion
parents
self-image
self-image

This visually demonstrates how filters get in the way of our perceptions.

- o These filters can cause you to listen or talk attentively to some people and less to others, because of what a person represents to us. For instance, I may be prone to believe more of what a man says just because I was brought up with mostly male authority figures; I may tend to not listen well to a very sloppy person, or discount what he/she says, because of my values about cleanliness, even though that person might have the information I need.
- o Both senders and receivers of information have filters. Therefore both speakers and listeners have filters.

2b. Ask participants to identify on a piece of paper 3 of their filters. — 1 min

2c. Ask them to individually write filters on paper. — 5 min

2d. Lead a large group discussion by the following questions: — 10 min

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- "What are some of your filters?"
- "How does the fact that we each have our own filters affect you in-country?"
- "How does the fact that senders of information have filters of their own affect you in-country?" (Use various host country representatives.)
- "What are some cultural filters that might differ between the host country and the North American culture?"
- "What do you need to do to remain aware of your filters as you gather information in-country?"

For all Participants

STEP 3 FOR ALL TRAINEES

Introduction to Information Gathering Method

3a. Remind participants of the importance of informal interviews for gathering information. Mention that the next step is to talk about gathering information in a development context. You are going to introduce new methods for doing this.

3b. Introduce three basic categories for gathering information within a development context. The categories allow Volunteers to use skills in informal interviewing, research, observation, and questioning to examine development problems from various perspectives.

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(Use prepared newsprint)

Sample Newsprint

Information Gathering
Categories

1. Technical
2. Cultural
3. Impact

Referring to your newsprint, explain that:

- "technical includes information about the job or task. It is related to the specific practical techniques of accomplishing job-related tasks (e.g., types of fertilizers, how to do lesson plans, what kinds of fish survive best in certain water conditions)."
- "cultural focuses on cultural implications of the subject which affect the way you carry out you Volunteer assignment (e.g., if there is a cultural value placed on 'white collar workers,' it may be difficult to encourage student dropouts to work as vegetable gardeners)."
- "impact will provide you information about the impact or effect the project, institution, program or person has. This includes impact on increasing local capacity or on the people themselves (e.g., choosing to work with the local agricultural extension agent to assess full needs instead of doing it yourself)."

Stress that it is important to seek out information that will educate them about all segments of the population: men, women, the elderly, and children.

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10 min

3c. Explain that there are three broad guideline questions which are important to consider when gathering information within each category.

Use a sample newsprint for education (or change it to a sector relevant for your participants) to demonstrate the guideline questions.

Sample Newsprint

I. Technical

1. What do I want to know to learn more about the examination system?
2. How do I frame questions to find out when examinations occur? How important are they? How closely are they tied to the curriculum? Who sets them?
3. Where do I find the information? Copies of examinations, exam schedules, teachers, school principal.

II. Cultural

1. What do I want to know to learn how cultural values affect the way children act with teachers, and how I as a foreigner will be affected by this?
2. How do I frame the question? How do children act when teachers are present? In class? Out of class? How are they addressed? How do teachers act?
3. Where do I find the information? Observing in schools, asking teachers, principals, reading studies, asking children.

Sample Newsprint (Continued)

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III. Impact

1. What do I want to know to learn about the impact education is having on the development of the region?

2. How do I frame questions to find out? What have been the changes in literacy in the past 5 years? What percentage of male population is attending school? What percentage of female population? How many males/females graduate? What are they doing when they leave?

3. Where do I find the information? Reading studies, records, talking to teachers, children.

Small Group Task/Preparation for Field Trip

4a. Ask participants to form triads so they can practice information gathering from the point of view of the development worker, using their information gathering and filtering skills. 1 min

4b. Participants form triads. 1 min

4c. Mention that each triad will be assigned a place to visit. Using prepared newsprint explain that their task is to decide on what information they will gather, to identify a strategy for gathering technical, cultural, and impact information, and to gather that information. When they return 3 min (after 2-3 hours), they should prepare a report of which 60% describes the process they went through to gather the information (what did they expect? what really happened?) Forty percent of the report should be on the information or content they gathered. Use prepared newsprint to explain their task.

Sample Newsprint

Task -- Decide:

1. What you want to know in the areas of technical, cultural, and impact;
2. How you will frame the questions to find out; and
3. What sources you will seek for the information.
4. Then, after gathering your information, prepare a report (60% on your process -- what did you expect and what really happened? and 40% on content).

4d. Give every participant an individual planning form for each of the three areas. Tell them they have 2-3 hours to complete the task with their triad.

4e. Assign a place for each triad to visit. (One way to do this is to let participants select from a basket that has all the sites written on small pieces of paper.)

TRAINER'S NOTE: Examples of sites for visits are: the community health clinic, hospital, Education Department, Agricultural Department, Public Information Service, a handicraft/food cooperative, a small local store, a big store, the open market, the land commission, a school, a home. (If you use a home, make plans beforehand with the family.)

As a beginning exercise, try to assign participants to sites that are not directly related to their jobs. The purpose of this exercise is to help them gain generic* information skills. If they focus too closely on their jobs, the skill building might be lost. You can use this exercise again when you want them to search for job specific information.

If there are enough sites, another alternative is to have each participant visit a different site and gather information alone instead of in triads.

4f. Ask participants to work in their triads (or alone if you use the alternative) to plan for their site visit and fill out their individual planning forms. 15 min

Site Visit

5a. Participants visit sites; they prepare their reports after their site visit. 2-3 hrs

Report Outs and Processing of Site Visits

6a. Ask each group to report out - 60% of their report should focus on the process they went through to get their information (what they expected and what happened), and 40% on the content (allow 5 minutes for each group plus comments). 30-45 min

TRAINER'S NOTE: During report outs ask different groups some of these different questions. Do not ask all of the groups all of the questions.

* See Glossary.

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- "What were the difficulties in getting the information you needed?"
- "What were some of the easy things about getting information?"
- "How might responses have been different if you asked a man (or woman)?"
- "Do you think that the fact that you are male/female made a difference in the response you got?"
- "What filters did you recognize in yourself during your information gathering?"
- "What filters do you think your sources of information might have about you on the subject you were discussing?"
- "Do you need more information about the subject to feel comfortable? What?"
- "How reliable do you feel your information is? Why?"

Processing of Session

7a. When all groups have finished reports, lead a group discussion asking the following questions:

- "How did it feel to go out and gather information?"
- "What was the easiest thing about using this system? The hardest thing?"
- "How successful were you in identifying filters you might have had or the source might have had?"
- "Might you have run across any cultural filters?"

- "What did you find out when you gathered information from men, women, children, and older people?"
- "What will you do differently the next time you gather information?"

Summary and Closure

8a. Remind participants that in Part II of this session they have:

- reviewed the basics on filters and information gathering
- examined and practiced another strategy for gathering information from the perspective of a development worker
- identified information in 3 areas and the effects on men, women, children, and the elderly (mention only if they in fact did this)

8b. Tell participants that many development projects in the past have failed because of insufficient information gathering, particularly during the project design phase. Stress again that development problems are complex, and that gathering information and trying to understand involves struggle and effort.

8c. Preview the next session.

8d. Close this session.

TRAINER'S NOTE: As mentioned, it is suggested that the brief field trip in this session be to a place not related to the participant's job, to avoid focusing too much on the job instead of on generic information skills. However, if you feel the time is appropriate you can send participants to their work place to gather

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information. When they finish their report outs, ask them to write a statement about other things they want to learn in each area. Give the technical sheet to the Technical Training Coordinator, and you keep the impact sheet. Each coordinator can then follow up with the participant at another date to see how he/she is doing gathering data.

SESSION 4: FACILITATING DEVELOPMENT: THE ROLE OF THE VOLUNTEER

RATIONALE:

In the previous sessions, participants were introduced to a broad range of development issues and problems. They have begun to discover how complex and interrelated development problems are, and how potential solutions can bring new problems, which in some cases are much more serious. They have also learned that these problems and potential solutions often affect men, women, children, and the elderly in very different ways.

In beginning to deal with these interrelated problems, new Volunteers in particular may be prone to feelings of frustration and futility (which can last throughout their two-year service) when they take on a problem and then realize that they are unable to achieve what they had hoped. This session is designed to demonstrate to participants that Peace Corps Volunteers cannot address all development problems. Men and women who are provided with technical knowledge, as well as leadership and organizational skills, can, however, affect indirectly the larger obstacles which continue to block the full participation of men and women in the decisions affecting their lives.

This session also helps the participants examine the development process at three levels - national, community, and individual. They not only consider their potential impact on obstacles at each level, they also begin to identify skills needed to facilitate development within the family and the community.

TOTAL TIME: Approximately 2 hours 45 minutes plus a 15-minute break.

GOALS:

1. To examine the development process at three levels - national, community, and individual.

2. To identify obstacles hindering the participation of men and women at each level.

3. To identify ways in which the Volunteer can directly and indirectly affect these obstacles.

4. To identify skills the Volunteer will need to facilitate human development within the family and the community.

TRAINER PREPARATION:

1. Brief other trainers on their roles during the session, as well as the session's expected outcomes.

2. Explain to other trainers and host country representatives that the term "obstacle," as used in the rationale of this session, refers to problems, situations, traditions, customs, laws, cultural and social values, ignorance, self-image, etc., which hinder the participation of men and women in the development process. Examples of obstacles faced by women and girls might include:

   - high illiteracy rate;

   - no easy access to safe water;

   - last in the family to eat (resulting in little protein intake, malnutrition, and frequent illness);

   - mandatory education for boys, and not girls;

- agricultural extensionists, all males, only work with male farmers;
- no marketing-oriented women's groups;
- no sources of outside income (to provide funds for time- and labor-saving alternatives to family subsistence and maintenance tasks); and
- no organized women's groups at the community level.

Have host country representatives think of country specific obstacles hindering the participation of men and women in the development process, and be prepared to add them to those listed by participants in step 2d.

It is essential that participants move from step 2d through step 4 with very specific obstacles in mind, such as the ones listed in Trainer Preparation step 2. If they are too general, you will need to help make them more specific.

3. Prepare newsprint

MATERIALS:

- newsprint
- markers

PREPARED NEWSPRINT:

- goals of session (step 1f)
- task assignment (step 2b)
- the development process (step 4a)
- task assignment (step 4b)
- obstacle impact chart (step 4b)

PROCEDURES:

Opening Statement

1a. In introducing this session, refer back to Sessions 1, 2, and 3. Mention the following points: 3 min

- "In Session 1, we discussed a developmental strategy and in particular the concept of self-reliance."
- "In Session 2, we saw how development problems are interrelated, and how potential solutions can bring new problems, which in some cases are much more serious. We also saw how differently those problems and solutions can affect men, women, and children."
- "During your information gathering task in the community, some of you might have identified problems, and might even have had a firsthand look at the approaches being used to solve some of them."

1 min — 1b. Ask participants to take a few minutes to reflect* on these first three sessions, and, in particular, to think about their role in the community as Peace Corps Volunteers. They can record some of their thoughts on a piece of paper.

1 min — 1c. Ask 5-6 participants to describe in one word their reactions to what they heard about their roles as Peace Corps Volunteers so far. As you listen to their responses, ask others if their reactions are similar. (Responses most likely will include: challenged, inexperienced, overwhelmed, excited, etc.)

1 min — Mention that in this session they are going to look more closely at the role of the Volunteer, particularly in regard to his/her potential impact on the development process.

3 min — 1d. Read goals from prepared newsprint.

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* See Glossary.

Identifying Obstacles

2a. Explain that "the term 'obstacle' refers to problems, situations, traditions, customs, laws, cultural and social values, ignorance, self-image, etc., which hinder the participation of men and women in the development process." 3 min

2b. Mention that an important lesson in development - although still not always recognized - is that men and women often face very different obstacles in the development process.

"Since arriving in-country, you have already become aware of many of these obstacles. Let us look at the obstacles you have identified up to now, in a way that will help us determine how our own gender may influence the approach we take or the impact we have as Volunteers in addressing these obstacles."

2c. Break the group into small same-sex groups.* (There should be no more than 5 people in a group, and no fewer than 3.) Explain to participants the following tasks posted on newsprint: 5 min

Sample Newsprint

1. Discuss and list on newsprint obstacles hindering the participation of your gender in the development process of (name of country).
2. Put yourself into the position and role of the opposite sex, and identify and list out obstacles they face.
3. Be specific!
4. Post on wall when finished.

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* See Glossary.

Stress that they must be specific, e.g., "legal obstacles" is too general - the fact that women legally cannot own land is more specific. Allow them 15 minutes for this activity.

15 min — 2d. Groups work on task. As they finish, have them post their lists.

5 min — 2e. Tell participants to take a few minutes to silently read over all group reports posted on the wall.

10 min — 2f. After everyone has finished reading the newsprint, look at similarities and differences between the lists belonging to male groups and those belonging to female groups.

TRAINER'S NOTE: This process provides an opportunity to add, delete, confront misconceptions and stereotypes, and discuss differences and similarities that participants perceive in obstacles facing each sex in the development process, i.e., men don't see obstacles for women which women see for themselves, and vice versa.*

In order to do this:

- Ask male participants, "What are your reactions to the obstacles that female participants identified as hindering men in the country."
- "How do these lists compare to your own small-group listing of obstacles facing men? How do they differ?"
- "Do you agree with those obstacles listed by female participants which you did not include on your own list? Why or why not?" Ask if others in

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* Utilize various host country resources for information.

the group (male or female) agree or disagree.

- o Ask female participants: "What are your reactions to the obstacles that male participants identified as hindering women in the country?" Repeat the same series of questions listed above asking male participants.

TRAINER'S NOTE: If an obstacle being discussed is too general, ask if anyone in the group can help make it more specific, or even break it up into several specific obstacles. Add them to the newsprint(s) which list the general obstacles. Doing so will give more focus on the next activity. Also, ask host country representatives to add other obstacles overlooked by participants. (See Trainer Preparation for this session.)

- o "How many of these obstacles can you realistically address in the next 2 years?"

TRAINER'S NOTE: It is important that Peace Corps Volunteers realize they cannot address all development problems. Obstacles that they can address, however, will indirectly affect larger obstacles which are beyond their capability to change or solve.

2g. Lead into the break and the next activity by explaining that after the break the group will look more closely at those obstacles which they think they can directly affect, and those which are beyond their capability to change or solve. 1 min

3a. Break 15 min

Lecture on the Development Process

10 min 4a. Explain that in this activity, "We are going to look at the 3 levels where development occurs - national, community, and individual - and the obstacles at each of these levels."

Briefly go over your prepared newsprint. Explain each level. You can base your explanation on the script which follows the sample newsprint.

Sample Newsprint

The Development Process	
National:	Policy-making and funding priorities
Community:	Community participation in decision making, project planning and implementation
Individual:	Technical knowledge and capacity building skills

The National Level

- "The development process at the national level involves government policymakers, i.e., officials within the Ministry of Economic Planning or the Ministry of Finance, who make decisions on policy and funding priorities. These decisions affect health care, agriculture, education, and the other sectors. Some of the obstacles you have listed can only be addressed directly at this level by these policymakers. In some countries, for example, primary education is only mandatory for boys and not girls, because of limited resources. There is not much that a Peace Corps Volunteer can do to directly affect such a policy."

The Community Level

- "The development process at the community level involves working with community leaders and groups on decision making, on planning and implementing a project which affects the community. If men and women from the community participate in the planning and implementing of a project which is intended to improve their lives, it has a better chance to succeed. Some of the obstacles you have listed are at this level and could be addressed directly by Peace Corps Volunteers - organizing a women's group in the community, for example, if one does not already exist."

The Individual Level

- "The development process which occurs at the individual level is in many respects the most important of the three. Providing individuals with technical knowledge and capacity-building skills - in management, organization, planning, leadership - not only increases incomes and saves labor and time, it also fosters the confidence and pride necessary for further risk taking. Enhancing self-sufficiency starts at this level. In addressing obstacles which occur at this level, you indirectly affect obstacles at other levels. You might think of it as the 'trickle up' effect."

TRAINER'S NOTE: The "trickle up" effect - as opposed to "trickle down" - refers to development which begins at the grassroots level of the society, and eventually affects national policies and decision making.

4b. Have participants return to their original groups and work on the following task.

Sample Newsprint

-TASK-

1. Place each obstacle you identified earlier at one of the three levels.
2. Determine which ones you can have a direct or indirect impact on.
3. Identify strategies for overcoming obstacles listed under "direct impact," and what skills you think you might need.
4. Post your obstacles/impact charts.
5. You have 20 minutes to complete this activity.

TRAINER'S NOTE: Hand out the Obstacle/Impact Chart. You may want trainees to put the charts on newsprint for the group presentation.

20 min 4c. Groups work on task.

25 min 4d. Ask one person from each group to present their chart. (Approximately 5 minutes per chart.)

TRAINER'S NOTE: To save time, have only one male group and one female group present their charts. You may want to pick groups whose charts have the most specific obstacles listed, rather than ask for volunteers. Then ask other groups if they have anything to add.

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4e. After participants have completed their reports, ask the following questions: — 10 min

"What similarities did you see among the charts? Were there more similarities among male group charts? Female group charts? What differences?"

"Was it difficult for your group to decide at which level a particular obstacle belonged? Which ones were most difficult to decide on? Why?"

4f. Ask participants to look at the strategies they came up with to address obstacles listed under "direct impact." — 5 min

TRAINER'S NOTE: It is very important that you help participants recognize strategies which are culturally or otherwise inappropriate. Enlist the help of host country representatives' resources in this task. Ask their opinions. Ask participants questions like:

- "How realistic do you think these suggestions will be once you get to your site?"
- "How will you know if they are appropriate?"
- "In what ways did your gender influence your choice of strategies?"
- "What steps should you take before you try out these solutions?"

TRAINER'S NOTE: Ask the opinions of the host country representatives present.

4g. Review with participants the skills they think they might need to — 5 min address obstacles listed under "direct impact."

TRAINER'S NOTE: These are sample skills which trainees may identify:

- information gathering skills
- local language skills
- interviewing skills
- observation skills
- group development skills
- leadership development skills
- planning and management skills
- problem analysis skills
- non-formal education skills

Identify which skills will be addressed in the training program, and in which sessions. Point out those skills listed on the newsprint which will not be addressed in the training program. Participants will need to seek out their own resources (people, "how-to" manuals) in those areas which will not be addressed. The technical trainer(s) should be present during this activity to clarify and answer questions regarding the technical components of the training program. The technical trainer(s) and host country representatives should also be prepared to suggest possible outside resources for skill areas which will not be covered during the training program.

10 min Summary and Closure

5a. Remind participants that in this session they:

identified obstacles hindering men and women from participating in the development process at three levels - national, community, and individual;

saw how the obstacles facing men and those facing women are often very different;

began to think about how their gender might determine the strategy they choose to address a particular obstacle;

distinguished between obstacles that they could address directly and those that are beyond their capability to change or solve in any direct way; and

identified strategies and needed skills that would enable them to directly affect many of the obstacles listed.

5b. Preview the next session. 1 min

5c. Close this session. 1 min

SESSION 5: NON-FORMAL EDUCATION AS A DEVELOPMENT TOOL

RATIONALE:

One of the goals of Peace Corps is to send Volunteers overseas who, by the time they finish their two years, have transferred some of their skills to people in the host country who can continue, complete, and replicate projects. In leaving behind this increased local capacity, the Volunteer has fulfilled one of the most important aspects of his/her role. The transference of skills is usually done on a day-to-day, informal basis rather than in any structured form.

The purpose of this session is to help participants examine traditional vs. non-formal education, and to practice some non-formal techniques they can apply as Volunteers.

TRAINER'S NOTE: The session is designed for participants to do presentations of non-formal education in English so they can focus on teaching techniques. However, if you feel they should do the presentations in the local languages, postpone the session until later in PST when they are sufficiently proficient in the language.

TOTAL TIME: Phase 1 - 1 hour 30 minutes for general session on non-formal education

Phase 2 - 1 day or sufficient time for groups to prepare presentation

Phase 3 - 1 hour 40 minutes for presentations

GOALS:

1. To define adult education in a non-formal vs. formal setting and to develop criteria for effective adult learning.

2. To determine how participants can use non-formal education techniques in their daily activities as Peace Corps Volunteers.

3. To practice skills in designing non-formal education activities.

TRAINER PREPARATION:

1. At least one day before this session, distribute the handout "A Comparison of Formal and Non-formal Education." Ask the participants to review it before the session.

2. As backup for you on the theories of adult, experiential learning and non-formal education, read Supplement 1A, "Experiential Learning," of the Guide for Trainers.

3. Ask the various Peace Corps staff sector program managers to observe and comment on the presentations done by their respective participants in step 7.

TRAINER'S NOTE: This session is designed to supply participants with a basis in non-formal education and to then give them time to prepare their own sessions (step 6b).

4. Prepare newsprints.

MATERIALS:

- newsprint
- markers
- pencils and paper

HANDOUTS:

- "A Comparison of Formal and Non-Formal Education"
- "Five Teaching-Learning Principles"
- "A Partial List of Non-Formal Education Activities"

PREPARED NEWSPRINT:

- task for criteria (step 4c)
- teaching learning principles (step 5)
- task for preparing their own session (step 6a)

PROCEDURES:

1a. Opening Statement and Goals

Open this session by making the following points:

1. "As seen in the first few sessions, Peace Corps Volunteers work with different people and use many approaches."

2. As a Peace Corps Volunteer, you will be sharing your skills with others and in some cases transferring skills. It is important to discuss how people learn."

3. For the most part, you will share skills and knowledge with others on a non-formal basis rather than in a classroom."

4. "The purpose of this session is to look at different ways in which adults learn in a non-formal setting, and how that knowledge can help the Volunteer as a development worker."

1b. Read goals from newsprint.

Formal-vs-Non-Formal Education

2a. Divide the group into two smaller groups. Have one group put on newsprint what they know about Formal Education. The other group does the same for Non-Formal Education. Remind them about the handout they read on "A Comparision of Formal and Non-Formal Education." 1 min

Sample Newsprint

Non-Formal Education

- o not rigid
- o learner-centered
- o many varied activities
- o can take place outside of classroom
- o learners solve problems
- o involves meaningful values in the learner's immediate life
- o

2 min

2b. Place the newsprints next to each other. State that the differences between the two are quite obvious. "Because your skills will not necessarily be shared with others in a classroom, Peace Corps Volunteers need to look at non-formal education techniques as an important means for sharing skills and knowledge." Ask participants if they can think of cases in which they might use non-formal education in their everyday work as Peace Corps Volunteers.

TRAINER'S NOTE: Some participants may have difficulty "removing" education from the classroom and seeing how they can use it on the job. If so, you can give examples such as:

- o health workers share/transfer hygiene skills;
- o agriculturists teach the whys and hows of new crops, etc.

How Adults Learn

3a. State that in summary there are 2 basic premises to adult learning (write the premises on the board or newsprint as you explain them):

- o adults bring a lifetime of experience which serves as a foundation for more learning; and,
- o adults learn best by doing.

3b. Explain to participants that, based on these 2 premises, instead of proceeding with a lecture or handout, they will create their own criteria for adult learning based on non-formal education. Stress that the criteria they develop should be based on their personal experience as well as what they think would make adult learning most effective. For instance, ask them to think about when they learned to drive a car - they had to solve a problem, they wanted to learn, etc. These can be turned into criteria such as "adult learning should solve a problem," "adult learners should be motivated," etc.

Participants will work in groups to combine their experiences and come up with a set of criteria. Using prepared newsprint, explain their task.

Sample Newsprint

TASK

Develop a set of criteria that you think would make any adult learning in a non-formal situation effective. (List on newsprint)

3c. Break participants into groups and allow them to work. Float* from group to group as they work to make sure they understand the task. 20 min

TRAINER'S NOTE: Break participants into like groups* of no more than 5 people according to their sector (health, agriculture, business, etc.). They will work

* See Glossary.

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with their same groups 2 different times. At the end, they will develop their own non-formal education experience based on their jobs. Like groups are important to make the session work.

20 min

3d. Groups report out. Approximately 3-4 minutes each. Let other groups comment and ask questions.

10 min

3e. After all report out, comment on some of the similarities and differences in their criteria. Process by asking:

"As a result of this exercise, what things struck you about the way you learn?"

"How similar/different are the ways you learn from the ways others learn?"

"Although the majority of you may not be in formal teaching positions, how might you use some of these ideas or criteria when you share skills and information with counterparts and others with whom you will be in contact?"

Preparing for Non-formal Education with Adults: Lecture

TRAINER'S NOTE: This brief lecture is intended to supply participants with information about adult learning that they did not generate, and to summarize what they generated.

Lecture: Present newsprint with the following 5 teaching-learning principles:

Sample Newsprint

Teaching-Learning Principles

1. Perceived Purpose
2. Individual Differentiation
3. Appropriate Practice
4. Knowledge of Results
5. Graduated Sequence

The following could be used as the basis for your explanation:

"One formula for helping adults learn effectively is to incorporate the following teaching-learning principles* into any non-formal situation where you are transferring skills and/or knowledge. It is helpful to design situations based on the following:

1. Perceived Purpose - let the learner know why it is important or useful that he/she have certain knowledge or skills (e.g., growing a window garden can save money).

2. Individual Differentiation - consider the learner and the context within which he/she learns (e.g., one person might learn by your explanation, another may need to see a diagram).

3. Appropriate Practice - learners are allowed to actually practice the new skill (e.g., learners practice mixing soils before moving on to do so in the actual plot).

4. Knowledge of Results - each learner is given feedback on how he/she is doing and what could be done better (e.g., a learner is told of his/her tendency to not prepare the soil thoroughly).

5. Graduated Sequence - the learning activities are designed to follow a graduated sequence. That is, the matrices flow from easier concepts to more difficult (e.g., learners are taught the theory of mixing soil before they start actually experimenting with their own plots, which might be the last step)."

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* Teaching-Learning Principles adapted from Peace Corps Program and Training Journal, Volume 1, No. 6, June 1973.

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Provide them with the handout, "Five Teaching-Learning Principles."

3 min

Applying Knowledge About Non-formal Education

6a. In order to apply the knowledge about adult learning in a non-formal setting, the next step is to actually share/transfer some knowledge and skills based on the criteria the participants developed. Tell them that they are to work in their same groups to complete the following task:

Sample Newsprint

TASK

1. Based on your field of work, prepare a 5-20 minute session that:
   - a) will teach new concepts and/or skills to others;
   - b) follows your criteria for adult learning in a non-formal setting as well as the teaching-learning principles; and
   - c) uses various techniques.

All group members should participate in the session in some way.

Tell them that they may make audio-visuals; they can take people out of the classroom (but not too far); and that they should be as creative as possible. You will also provide them with a handout on non-formal education activities that they can use as a resource.

6b. Groups prepare their sessions. (Preparation can occur outside of the session. They should be given the assignment to work on.) Give each participant a copy of the handout, "A Partial List of Non-formal Education Activities". 1 day

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NEXT DAY

7a. Groups present their sessions. After each session, first ask the presenters: 1 hr 40 min

"Did you achieve what you wanted to achieve?"
"What went well/not so well?"
"Did it meet your criteria?"
"What would you do differently?"

Ask the other participants:

"What went well/not so well?"
"What could they do differently to improve it?"

Repeat this for each group.

Summary and Closure

8a. Acknowledge the work the group has done to: 2 min

- define adult learning in a non-formal setting;
- develop criteria; and
- design their own sessions.

Explain that this overview of adult learning in a non-formal setting is the foundation for sessions to come, such as those on group dynamics and leadership development.

Advise participants that by writing ICE (Information Collection & Exchange) at Peace Corps/Washington, they can obtain

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non-formal education manuals specific to their sector.

8b. Preview next session.

8c. Close this session.

SESSION 6: PROBLEM SOLVING

RATIONALE:

Peace Corps Volunteers are continually faced with situations that require the ability to solve problems. The nature of the problems ranges from decisions about development projects to everyday personal issues. This session is designed to help participants sharpen and practice their problem solving skills by introducing and practicing a 6-step problem solving approach. The purpose of the session is to provide participants with a theory and framework for solving problems which can be adjusted to participants' own styles and needs.

TRAINER'S NOTE: Ideas for the problem solving approach introduced here are based on the Universal Traveler, by Don Koberg and Jim Bagnall, and the YMCA Handbook, Training Volunteer Leaders. Another approach, force field analysis, is introduced in the [In-Service Training Manual under the section] on Working With Counterparts.

TOTAL TIME: 2 hours 30 minutes plus
15-minute break.

GOALS:

1. To provide participants with a theory and framework for solving problems.

2. To practice solving problems using the 6-step approach.

TRAINER PREPARATION:

1. Brief other trainers on their roles and expected outcomes of the session.

2. Prepare your newsprint.

MATERIALS:

- newsprint
- markers
- pencils and paper

PREPARED NEWSPRINT:

- Session Goals (step 1b)
- Best Solution Chart (step 10b)

HANDOUTS:

- "Six-Step Problem Solving Approach"
- "Form for Charting a Problem Solving Discussion"
- "Case Study: The Peace Corps in Hidden Valley"

PROCEDURES:

Opening Statement and Goals

2 min 1a. Explain to participants that Peace Corps Volunteers are often faced with situations (both personal and professional) that require them to find creative solutions to problems. The main purpose of this session is to provide a theory and framework for solving problems, which can later be adjusted to participants' own styles and needs.

1b. Read goals from newsprint.

Overview of a 6-Step Problem Solving Approach

1 min 2a. Mention that there are many ways to approach problems, and that no one way is the best. What works depends on the individual and the circumstances involved. For purposes of this session, however, you are going to present one method that each participant can modify for his/her own purposes.

5 min 2b. Distribute the handout, "Six-Step Problem Solving Approach," and ask participants to review it.

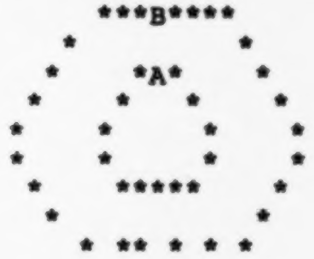
3 min 2c. Review the 6 steps with the participants and be sure everyone understands the steps. Explain that this is meant to be only a

review. A closer look at this approach will take place in the following steps.

3a. Have the group choose two problems that they would like to work on. 3 min

TRAINER'S NOTE: It is most beneficial if they choose real and current problems such as adjusting to new surroundings, or Peace Corps Volunteer life.

3b. Divide participants into two groups. Set up a fishbowl situation where one half of the group (Group A) sits in the center of the room and the other half (Group B) surrounds them:



3c. Ask Group A to select one of the problems, and explain that, while they work on the problem, Group B will observe Group A's discussion and chart the sequence of the discussion using the "Form for Charting a Problem Solving Discussion." Emphasize that the purpose of this exercise is to examine how groups solve problems. Distribute the forms to Group B and briefly review them.

3d. Group B charts as Group A discusses. 10 min

3e. Reverse groups. Group B discusses other problem as Group A charts. (Distribute charts to Group A.) 10 min

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Processing of Fishbowl

10 min

4a. Ask the following questions:

- (Ask Bs) What pattern did Group A tend to follow when it discussed its problem?
- (Ask As) What pattern did Group B tend to follow when discussing its problem?
- What were some of the difficulties in following the problem solving sequence?

2 min

4b. Make a transition to the next activity by stressing the following points:

- We often have the tendency to jump from identification of the problem directly to the solution.
- Sometimes we don't even work on the real problem and we get a good solution to the wrong problem.
- More time is usually needed to clarify the problem and to develop and test solutions.

15 min

5a. Break.

Practice at Identifying the Problem (Step 1)

1 min

6a. Explain that in this activity participants will practice the first step in identifying problems. Mention that we often shortcut the problem solving process by working on the wrong problem. This specific exercise is designed to help identify the problem and develop a pattern for group problem solving.

2 min

6b. Distribute copies of the handout, "Case Study: The Hidden Valley." Ask participants to read the case study and then work in pairs to develop a statement of the problem the Peace Corps Volunteer faces. Using prepared newsprint, explain:

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Sample Newsprint

TASK

Develop a statement of the problem the Peace Corps Volunteer faces

Write the problem on newsprint & post it on the wall

6c. Individuals read case and pairs work on the task. 20 min

6d. Ask each pair to identify their statement and explain why they phrased their statement the way they did. 5 min

6e. Have participants discuss the different statements until they can come to a general agreement on what the critical problem is in this case. 10 min

TRAINER'S NOTE: If the the group cannot come to consensus on the problem, take a majority vote.

Practice at Stating the Problem (Step 1 cont.)

7a. Ask the following questions: 5 min

- **What did you see as the difficulties in stating the problem?**
- **What dilemmas can this lead to in the problem solving process?**
- **How can you avoid these dilemmas?**

TRAINER'S NOTE: The following is an alternate design you can use here instead of the previous 3 questions in step 7.

MATERIALS: Two pieces of string and a small object of some weight (pliers)

PROCEDURES:

1a. Suspend two strings from the ceiling, hanging free. The strings should be long enough so they can be tied together but far enough apart so a person can't reach the second string when he has hold of the end of one string. (Two 8-foot strings hung 15 feet apart should do it.)

10-15 min

2a. The problem is for one person to tie the ends of the two strings together with no tools to help other than the pair of pliers.

State the problem in the form of a question, such as:

"How can I reach the other string?"

3a. Work in pairs. Each pair should come up with a question. Have them report their questions.

Repeat. Keep working in pairs until a question is developed which in itself suggests the solution.

TRAINER'S NOTE: This question should be, "How can I make the other string reach me?" If the problem is instantly solved before questions have been formulated (as could happen with some mechanically minded member) the leader may go on to explain that such a person has intuitively posed the question. If you were to ask him/her to explain how she/he arrived at a solution, she/he is likely to explain it in terms of a question that had instantly formed in her/his mind.

4a. As quickly as they phrase the problem this way, they see that this can be accomplished by tying the pliers to the end of the other string and giving it a swing. While it is

(Continued)
swinging they can get the first string and then catch the pliers.

5a. When facing a problem which has been clearly identified, it is usually helpful to develop a number of questions as statements of it. Often these open the way to solutions.

Practice at Analyzing the Problem (Step 2)

8a. Remind participants of the importance of step 2, analyzing the problem: it helps them gather information in order to fully understand the problem.

Ask participants to help you think of ways to analyze the problem that was identified in step 6e. (e.g., discuss what is involved in the problem; what contributes to it; who knows about it). As they think of ways, write them on newsprint. Your newsprint might look like this: 5 min

Sample Newsprint

Analyzing Methods

- find someone who is an expert and ask him/her
- talk to someone
-

8b. Ask the group what sorts of things they think they might find out if they were able to thoroughly analyze the Hidden Valley problem. 5 min

Practice at Developing Alternative Solutions (Step 3)

9a. Explain that once the problem has been analyzed, they are ready to develop tentative solutions. Ask the participants to quickly brainstorm as many logical solutions as possible. List the solutions in brief sentences on newsprint. 3 min

Notes/Summary

3 min 9b. Ask participants to select 3-5 solutions they think might work. Circle them on the newsprint. Assign a number to each solution.

Practice in Selecting the Best Solution (Step 4)

3 min 10a. Talk about the fact that the group now has a few potential solutions. For purposes of this next exercise, you would like them to practice selecting the best solution.

Mention the need to consider various factors in selecting the best solution to a problem. The best solution can depend on ease of implementation, which may depend on: (use newsprint)

Sample Newsprint

- o practicality of solution
- o time required
- o budget
- o human resources needed
- o willingness of people to be flexible
- o
- o

Ask participants if they can add any other items that you have not listed.

10 min 10b. Present the "Best Solution Chart." On prepared newsprint:

Solution	1	2	3
Impractical to implement			
Some difficulty in implementing			
Easy to implement			
Really solves the problem	yes no	yes no	yes no

In the large group, go through each of the solutions generated by the group in step 9b. With suggestions from the group, put a check in the appropriate column for ease of implementation and check off if the solution would really solve the problem.

10c. Using information from the chart, discuss and determine which of the solutions would be the best and why.

Implementing and Evaluating the Solution (Steps 5 and 6)

11a. Stress that implementing the solution and evaluating it are important. These two steps will be discussed in more detail in Session 10, which deals with project planning and management. The purpose of this session is to introduce participants to the process.

Processing and Summary of Session

12a. Remind participants that they have

- been introduced to a 6-step problem solving model
- practiced the steps of
  - identifying the problem
  - analyzing the problem
  - developing alternative solutions
  - selecting the best solution

Ask:

- **How might you use this process as a Peace Corps Volunteer?**
- **How might you have to alter it to suit your needs?**
- **When do you think it would be the most appropriate to use?**

12b. Preview the next session.

12c. Close this session.

SESSION 7: WORKING WITH OTHERS: VOLUNTEER STYLES AND APPROACHES

RATIONALE:

During their two years' service, Peace Corps Volunteers will find themselves interacting at many levels (community, ministry, group) on which they may not have had experience. Even for older Volunteers who have, in fact, had jobs beyond college, some of the interactions are new. Often an interaction (e.g., Volunteer as manager or teacher) may appear to be the same as something the individual did pre-Peace Corps. This can be deceiving. The intricacies of the new culture, language, and day-to-day norms can make what looks like a similar situation actually very different. The Volunteer often cannot count on "having all the skills." Those skills may need some adaptation in order to fit the ever-so-subtly different situation in-country.

This session is designed to help participants examine their personal styles of working with others, and to consider the need to alter those styles in given situations in-country.

There are two options for step 1:

Option 1 is designed especially for participants who have attended a CAST/CREST. It is a follow-up to their CAST/CREST session on the role of the Volunteer as helper and consultant.

Option 2 is designed especially for participants who have not attended a CAST/CREST. It will provide them with a brief introduction to the role of the Volunteer as helper and consultant, as a preview to the new concepts in this session.

Both options 1 and 2 follow the same lesson after step 1.

TOTAL TIME: Approximately 1 hour 45 minutes

GOALS:

1. To explore different styles of working with men/women.

2. To help each participant determine his/her own general work styles and assess the consequences of those styles.

3. To discuss how individual styles can be adapted when necessary to produce more effective work/personal relationships in-country.

TRAINER PREPARATION:

1. Distribute the Working Style Inventory to the participants the day before this session. Ask them to complete and score it before they come to the session. It will take them at least 30 minutes to complete. The first page of the Inventory has instructions for completing it. The instructions for scoring are at the end. When you distribute it, explain that the purpose of the inventory is to help participants identify patterns in their working styles. The session itself will discuss their styles in more depth.

2. Brief other trainers on their roles and responsibilities.

3. Familiarize yourself with the Working Style Inventory and the different styles so that you can answer any questions.

4. Prepare necessary newsprint/blackboards and handouts.

MATERIALS NEEDED:

- newsprint
- markers
- pencils and paper

PREPARED NEWSPRINT:

- Continuum of volunteer styles and approaches (step 2b)

HANDOUTS:

- Working Style Inventory
- Description of Four Working Styles

PROCEDURES:

OPTION FOR TRAINEES WHO
HAVE ATTENDED A CAST/CREST

Option 1: FOR PARTICIPANTS WHO HAVE ATTENDED A CAST/CREST

Opening Statement/Goals

1a. Remind participants that in their CAST/CREST they were introduced to a unit called "the role of the Volunteer as a helper and consultant." There was a session on "Helping Skills" where 3 participants worked together to discuss situations and problems. Another session was on "Consultant Skills" where groups of Peace Corps Volunteers consulted villages on building schools and establishing water projects. "This session is a follow-up to the other two. It is designed to help us look at the different personal styles we use in working with others, whether it be in a one-on-one helping relationship or in consultation with groups. By the end of the session, everyone should have a good idea of his/her general style. The scales you completed and scored will help do that. We will use them again in a few minutes." 3 min

1b. Read the goals from newsprint.

OPTION FOR TRAINEES WHO
HAVE NOT ATTENDED A CAST/CREST

Option 2: FOR PARTICIPANTS WHO HAVE NOT ATTENDED CAST/CREST

3 min

1a. Mention that Peace Corps Volunteers usually find that during their two years of service they form both personal and work relationships with various individuals. Sometimes the relationships are formed on a one-on-one basis and other times with a group or community. In either case, it is important to be aware of one's own style of working with people. "This session is designed to help you look at the personal styles you use in dealing with people. By the end of the session, you should have a good general idea of your working style. The inventory you completed and scored will help do that. We will use it again in a few minutes."

1b. Read the goals from newsprint.

Explanation of Inventory

1 min

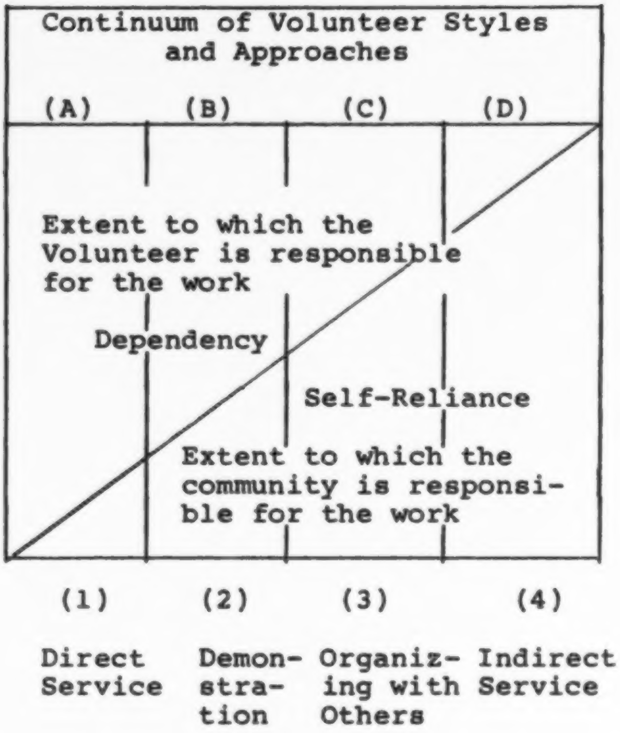
2a. Ask participants to take out the Working Style Inventory they completed.

TRAINER's NOTE: Make sure everyone has completed and scored the inventory. If they have not, allow a few minutes for doing so.

2 min

2b. Refer to a prepared newsprint of the continuum of volunteer styles and approaches. Explain the chart.

Sample Newsprint


Continuum of Volunteer Styles and Approaches
(A)
(B)
(C)
(D)
Extent to which the Volunteer is responsible for the work
Dependency
Self-Reliance
Extent to which the community is responsible for the work
(1)
(2)
(3)
(4)
Direct Service
Demonstration
Organizing with Others
Indirect Service

Ask participants to look at their scores. Explain that according to this particular inventory a score of 1 means a tendency toward direct service; 2 corresponds to demonstration; 3 corresponds to organizing with others; and 4 means a tendency towards indirect service.

2c. Pass out the handout that describes each type of service (handout 2 of this session). 1 min

TRAINER'S NOTE: People often do not believe they use a certain style. If this occurs, say that the inventory is just a tool and is not perfect. Ask them to go along with the exercise for learning purposes.

2d. Read the description of each type of service aloud and ask participants to follow along. Pause after each style for clarification. 5 min

Notes/Summary

3 min

2e. When the descriptions have been read, go on to explain that there are not any right or wrong answers or styles. There are different approaches for different situations. Even though the long-range goal is self-reliance, a situation might dictate that we choose actions that would fall in the direct service column in order to attain short-term goals. For example, it may be necessary to provide immediate assistance to a malnourished child by preparing the food yourself, even though the long-term goal might be to teach the mother about nutrition.

Lecture on Styles and Stages of Self-Reliance

2 min

3a. Remind participants that in the first session the concept of self-reliance was discussed. Restate the premise that, as Peace Corps Volunteers, their goal is to assist the people they work with to become more self-reliant. In doing so, Volunteers help increase local capacity.

Stress that one's style as a development worker can have a positive or negative impact on the goal of self-reliance. Explain that it is not a question of good and bad styles, but rather that different stages of development, of a counterpart, a project, a community, require different approaches.

10 min

3b. Explain that individuals and groups alike progress from needing assistance with a project to being able to manage on their own. For the purpose of this exercise, a model will be used showing 5 stages to self-reliance. Give an example of working styles that might be appropriate for each step, as indicated in the following dialog.

(Use prepared newsprint)

Sample Newsprint	Your Explanation
Stage 1: Beginnings	"In the beginning stage, the group has never worked together. They may not know each other well. They may not even be aware of their resources. They may not believe it is possible to make improvements. A Peace Corps Volunteer might use a combination of direct service (something that establishes credibility) and demonstration (for example, the fattening of a pig)."
Stage 2: Determining goals and objectives (what)	"To help the group determine what it is to achieve, the Volunteer might provide indirect service by helping the group define its needs."
Stage 3: Identifying (how)	"The group next decides how to go about achieving the goals. The Volunteer might combine demonstration (training sessions on how to fatten the pig) along with indirect service (facilitating decision making)."

Sample Newsprint	Your Explanation
Stage 4: Implementation (activity)	"When the group is actively involved in the activities that help them reach their goal, the Peace Corps Volunteer might use a bit of each of the 4 styles, emphasizing organizing with others, so that leadership is built among those who will remain with the project and so that local capacity is increased."
Stage 5: Self-Reliance	"Once true self-reliance is established, the Volunteer may not be needed. If there is any involvement at all, the primary style used by the Peace Corps Volunteer would probably be organizing with others, to help the group plan or communicate effectively. S/he would work with the leadership."

3c. Summarize that "different styles or combinations of styles may be called for at different times depending on: — 1 min

- the circumstances
- the urgency of the task
- what people are expecting of the Volunteer
- whether the project is at stage 1, 2, 3, 4, or 5
- whether one is addressing a long-term or short-term situation."

Sometimes a Volunteer may need to use all 4 work styles on different days of the week for the same project.

Group Work

4a. Mention that whatever the style, there are consequences for how a Volunteer works. Because a combination of styles is often what works best, you would like participants with similar styles to talk about the advantages/disadvantages of their styles and how they can adapt some of the other styles. Designate one place for all the people whose scores indicated they have a tendency toward "direct service" to meet, one place for the "demonstration" people, one place for the "organizing with others" people, and one place for the "indirect service" people. — 5 min

TRAINER'S NOTE: If you find that the group is not fairly evenly divided into the 4 types, you have a few alternatives.

1. Break a group that is very large into two groups. As long as there are 3-4 people in a group, it can function satisfactorily.

2. If one group is very large and another very small, ask a few people from the large group if they would mind working in another group. (This will work especially well if someone has a fairly high score anyway in the style of the other group.) Wait until

you get a sense of how the scores break down, and then assign these people to "needy" areas.

Explain this task using prepared newsprint.

Sample Newsprint

Task

1. Review description of your style.
2. What are its advantages/ disadvantages in terms of helping people work toward self-reliance?
3. What kinds of conditions should be present for using this style to work?
4. What kinds of conditions would cause you to use the other styles? Be prepared to report.

20 min

4b. Participants work in groups for 20 minutes.

Approximately 20-25 min

4c. Ask groups to make reports, approximately 5 minutes per report. (After each report, ask for questions or comments from other participants.)

Processing of Session

15 min

5a. State that the participants have looked at how they would approach certain situations. Ask the following questions:

"Given what you know about your community and work situation, what style do you think might be most effective, at least initially? How do you find out which style is best to use?"

"Which style is most difficult? Easiest? Why?"

"How might you alter your style if your group were all women as opposed to all men?"

"What changes do you want to work on over the next month or two that will help broaden your range of working styles?"

Summary and Closure

6a. Review the purpose of this session: 2 min

- to examine different work styles
- to discuss the consequences of each
- to look at some ways styles can be altered

Suggest that they keep this information in mind and watch their own styles. "You may see yourself altering them during training, given the many situations in which you are involved. Ask other participants and trainers to monitor your progress in altering your style."

6b. Preview the next session. 1 min

6c. Close this session. 1 min

SESSION 8: COMMUNITY ANALYSIS

RATIONALE:

The Peace Corps Volunteer's initial entry into a community can determine how s/he will be accepted by that community. If the Volunteer is able to make that initial entry a positive one, his/her chance for achieving credibility and additional success is increased. Being able to make the entry a positive one means having enough information so that the Volunteer's actions and decisions are appropriate, based on what is going on in that community. The community is a system in and of itself. Volunteers need to know how best to analyze the community as a system upon entry.

The purpose of this session is to provide participants with tools for understanding a community as a system. The session calls upon skills (such as interviewing, research, and observation) they learned in Part II of "**Information as a Development Tool**," and provides additional skills in community analysis.

TRAINER'S NOTE: After participants have completed this session, you may want to send them on a field trip, or have them do a community analysis of the community in which they are currently working.

TOTAL TIME: Approximately 1 hour 45 minutes (if you choose to do skits in step 6a, add at least 30 minutes and a break)

GOALS:

1. To provide participants with a method for analyzing any given community.

2. To establish the importance of analyzing a community before making judgments about that community.

3. To determine various strategies for gathering data about a community.

TRAINER PREPARATION:

1. Familiarize yourself with the KEEPRAH method of community analysis (Handout 1) so that you can deliver the explanation that begins with step 2a.

2. Brief other trainers on their roles and expected outcomes of the session. Ask host country representatives to be prepared to comment on the appropriateness of the participants' strategies for gathering information in a community, and to offer their own suggestions for sensitively gathering information.

MATERIALS:

- newsprint
- markers
- pencils and paper

PREPARED NEWSPRINT:

- KEEPRAH (step 2a)
- 7 subsystems, 7 newsprints (step 3a)
- Task for analyzing home towns (step 3a)
- Task for community study (step 4a)

HANDOUTS:

- KEEPRAH: A Model for Community Analysis
- Community Study
- Suggestions for Gathering Community Information

PROCEDURES:

3 min 1a. Remind participants that in Session 3 they practiced information gathering skills such as observation, research, and interviewing. Stress that another important skill they can use to gather information is community analysis.

Write the phrase "community analysis" on newsprint, and ask them what they think it means. Take responses. If participants need prompting,* offer a definition such as:

- o "Studying the integral parts of the community that make it function as a whole system."

1b. Since some of the participants may have experience in community analysis, ask them to give you reasons why community analysis is important. Write their reasons on blank newsprint.

TRAINER'S NOTE: If the following points are not mentioned, it is important that you mention them. Community analysis is important because:

1. It can gain credibility for the Volunteer

   Community analysis skills can determine the Volunteer's initial entry into the community. How that initial entry is perceived determines the amount of credibility the Volunteer will or will not have. If the Volunteer is able to make that initial entry a positive one, his/her chance for additional success is increased.

2. It helps the Volunteer learn about the community before making hasty judgments and mistakes.

   Being able to make the entry a positive one means having enough information about the community so that the Volunteer's initial actions and decisions are appropriate, based on what is going on in that community. Often a Volunteer makes decisions based on limited information about what s/he sees as a problem and then later finds out that the community is in disagreement.

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* See Glossary.

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3. It helps Volunteers look at the community as an entire system and not as fragments.

"Getting the whole picture" makes for better judgments, more information, and the realization that in a system such as a community, one aspect is related to and affects another.

1 min — 1c. Explain that the purpose of this session is to present and practice a model for analyzing a community as a system that will facilitate a Volunteer's entry into community, job, and relationships.

2 min — 1d. Read goals from newsprint.

A Community Analysis Model

3 min — 2a. Explain that the method you will introduce can be used for analyzing any community as a system. The name of the method is KEEPRAH. What is analyzed within the system are called subsystems. Using newsprint, write out:

K inship
E ducation
E conomics
P olitics
R eligion
A ssociations
H ealth

As you write, explain that each of these are subsystems.

10-15 min — 2b. Describe the subsystems by using prepared newsprint for each. The text on the right provides a sample on which you can base your explanation. At the end of your explanation of each subsystem, ask participants if they want to add anything to the newsprint regarding that subsystem.

Provide participants with handout **"KEEPRAH: A Model for Community Analysis,"** so they can take notes.

TRAINER'S NOTE: Another approach is for you to have participants define what the subsystems are and/or have them determine the questions each subsystem asks. Just make sure to provide any KEEPRAH information they miss.

Sample Newsprint	Explanation
KINSHIP o descent o authority o inheritance o residence/ habitation o marriage o nepotism o marital status o migration o family o o o o o o	"We look at family background, structure, relationships, etc. Finding out about kinship means answering questions like: What are the origins of the family? Is it matriarchal or patriarchal? Does the extended family live together? Who inherits what? Does the whole family move together?"

Sample Newsprint	Explanation
EDUCATION o type of education o traditional vs. non-traditional o books o libraries o schools o teacher o who attends o what they learn o when they attend o who controls schools o who contributes to education o o	"We look at how, and in what, people are educated. It means finding answers to questions such as: What importance is put on education? Who gets educated and in what? What are the attitudes toward education and teachers? What does education mean in this community? What keeps people from going to school?"

Notes/Summary

Sample Newsprint	Explanation
ECONOMICS o production o distribution o consumption of goods/services o employment o stability of local economy in relation to outside factors o who is in control o types of jobs o ownership o possessions o assets o wealth o rich/poor o o o o o	"We look at what keeps the community going in terms of what is produced within the community and how people earn their livelihood. It answers questions like: How are people employed? What does the community produce? Is it independent or dependent on outside factors for economics? Do people live at subsistence level?"
POLITICS o type of government o serious officials or figureheads o maintenance of law and order o demands on people o attitudes about government o solution of grievances o laws o justice o rights o legal process o o o o o	"We look at the systems of government in the community, and its rules and attitudes about such systems. We can find answers to questions such as: Who are the community's official and unofficial leaders? How do the people feel about their leaders? How do they express their feelings? How is order maintained?"

Sample Newsprint	Explanation	Notes/Summary
RELIGION o historical perspectives o types of religions o prejudice about religions o festivals/ holidays/rites o creeds, beliefs o participation o churches o ministers o congregations o o o o o	"We look at the religious structure and beliefs of the community and how they effect the way the community functions. What religions exist? Which one is most prominent and how do its adherents feel about others? What do people believe and how do they show it? How much power does religion (or religious figures) have in politics?"	
ASSOCIATIONS o unions, farm groups, co-ops, federations, societies o class structure o social mobility o racial, ethnic tensions o sports o o o o o	"We look mainly at how people align themselves with one another and with their beliefs. What clubs and groups do people belong to? What sports do they play? How does their association with any group (club or ethnic) affect how they are perceived by the rest of the community?"	

Sample Newsprint	Explanation
HEALTH o major illnesses o hospital o type of medicines/ treatments o doctors o beliefs o dentist o pharmacy o ambulance o water supply o o o o o o o o	**"We examine health practices in the community. Researching it would mean finding out answers to questions such as: Is traditional or modern medicine practiced? What do people believe about health? Who do they believe? Where do they go when someone is sick? How do health practices or lack thereof affect the community?"**

Analyzing Home Towns

3a. Explain that it is easier to start practicing community analysis skills with a community that is familiar. Have participants think about a community they know well: one where they were born and/or raised, or one they have lived in recently. Working individually, have them take their community through the 7 KEEPRAH subsystems. Have them describe on paper what they know about their community.

For instance (change this explanation to fit you), **"if I were to analyze the kinship in my home town, I would say that the nuclear family in my community usually consists of mother, father, and three children. Grandparents live in apartments or rest homes. It is a patriarchal society where marriage is considered important. Mothers usually take care of children, etc."**

Explain the task using newsprint:

Sample Newsprint

TASK

- Analyze your community based on the 7 subsystems.
- Write a few sentences for each subsystem which describes your community.

3b. Participants work individually to analyze their community. 10-15 min

3c. Ask participants to pair up with one other person and to describe their communities to each other based on the KEEPRAH system. Pairs share their analysis. 10 min

3d. Bring everyone back together and ask the following questions: 5 min

"What was it like to analyze your own community?"

"What was easy? What was difficult?"

"What new things did you learn about your community that you might not have realized before?"

"For which subsystems did you have the most information? The least?"

State that even after doing a complete community analysis, you often need more information. That is why practicing this skill is so important.

Analyzing a New Community

4a. Tell participants that another way to practice is to try KEEPRAH out with communities that are less familiar. The next exercise is designed to provide that practice. Explain that they will be assigned to examine a 5 min community. The community will be briefly described on a sheet of paper.

"You are to pretend that you are a Peace Corps Volunteer newly assigned to a community. You have not made formal entries to job or community, and you want to gather as much information as possible so that you are well-informed. In groups of 6, decide what information you have, what information is lacking, and how you would get that information."

Sample Newsprint

TASK

- o Read the description of your community.
- o Reviewing KEEPRAH, decide what information is lacking and what questions you still need answered.
- o Choose strategies for gathering the necessary information.
- o List the strategies on newsprint

4b. Pass out the community study: Taralondo. Participants break into groups and work on task.

4c. Groups report out. Ask groups to comment on each other's strategies (approximately 3 minutes per group).

Processing of Small Group Work

5a. Ask the following questions:

"What was it like to apply KEEPRAH to a community with which you are not familiar?"

"How difficult/easy was it for you to determine the information needed?"

"How similar/different were the strategies that different groups suggested for gathering the information?"

TRAINER'S NOTE: At this point, you can ask Host Country Representatives to comment on the appropriateness of the strategies groups chose. Host Country Representatives should also make a statement on the most appropriate ways/least appropriate ways to gather information in the host country. (No more than 5 minutes.)

"Based on what you have heard, how can you go into a community and gather information in a sensitive way? How can you avoid appearing nosey?"

TRAINER'S NOTE: Another option here is to have participants break into small groups to develop skits that would model* community analysis information gathering in a way that would create a positive impression. (For contrast, half the group could develop skits that would model community analysis information gathering in a way that would create a negative impression.) If you choose to do this, discuss the skits, have Host Country Representatives respond. Follow discussion with the remaining questions & summary/closure.

"In what ways might being a stranger impact on your information gathering and even acceptance into the community?"

"When is your community analysis complete?" (The response should be that it is never complete - a Peace Corps Volunteer should constantly be gathering information and willing to change ideas/strategies based on new information.)

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* See Glossary.

"What will be your plan of action for applying KEEPRAH when first going into a community (field trip or site?)"

TRAINER'S NOTE: Step 7 should refer to an actual field trip, site survey or community entry.

Summary and Closure

3 min 6a. Summarize the session by covering the following points:

- participants were told about the importance of analyzing a community before drawing conclusions and passing judgments about that community
- they practiced developing strategies for analyzing a community as a system
- they shared some ideas about sensitive ways to gather information

Stress that a person cannot expect to get all the information in a short amount of time. Doing so could cause distrust from the people in the community. Mention that there may be some questions that never get answered. "However, in looking at the community as a system and using an approach that gives us basic information, we can make our initial entry and, hence, volunteer service more effective."

1 min 6b. Distribute handout #2 on suggestions for gathering community information.

1 min 6c. Preview the next session.

1 min 6d. Close this session.

SESSION 9: COMMUNITY LEADERSHIP

RATIONALE:

When first in-country, Volunteers may not be aware that the structure of leadership in their host country community may differ from the structure of their community back home in the United States. Also, as they get involved in community work, they begin to realize that things may not really be as they seem. That is, the obvious, formal leaders may not always have all the power.

In Session 8, "Community Analysis," participants were introduced to KEEPRAH and the subsystem of politics. They discussed the fact that both formal and informal leaders do exist. The intent of this session is to help participants examine the qualities of leaders and how leadership concepts compare between the United States and host culture. The topic of varying types of informal leaders is also covered, as well as how leaders can be utilized in strengthening Peace Corps Volunteer efforts.

TOTAL TIME: Approximately 1 hour 10 minutes

GOALS:

1. To determine leadership qualities as defined in the U.S. and in the host country.

2. To define various types of formal and informal community leaders, the roles they play, and to discuss the validity of all types.

3. To look at ways of identifying community leaders and utilizing their skills.

TRAINER PREPARATION FOR SESSION:

1. Brief other trainers on their roles and the expected outcomes of the session. You will need at least 3

host country representatives for step 2b. Ask them to be ready to work in their own group to identify typical formal and informal leaders in their culture. They should also be prepared throughout the session to provide comments on participants' responses about leaders.

2. Familiarize yourself with the handout, "Community Leaders." Make any changes necessary given the host culture. Either be prepared to deliver a lecture on it or discuss it as a handout for step 3b.

3. Prepare newsprint.

MATERIALS NEEDED:

- newsprint/blackboard
- markers

PREPARED NEWSPRINT:

- Goals of session (step 1b)
- Task for formal/informal leaders
- List of types of community leaders for step 3b, if you choose to deliver a lecture

HANDOUTS:

- "Community Leaders"
- "Identification of Community Leaders"

PROCEDURES:

Opening Statement and Goals

1 min

1a. Remind participants of the work they did in the last session on KEEPRAH. "In the subsystem of politics, it became evident that there are formal leaders like the mayor as well as informal leaders such as the priest, the landowner, the local curer, etc. An informal leader is one who might not officially have power, but whom the people follow for some reason."

Stress that it is important for the success of their community projects that Volunteers be able to identify all the leaders and work with them. This session is designed to help strengthen those skills.

1b. Read goals from newsprint. 1 min

Identifying Leadership Qualities

2a. Mention that our culture teaches us who the leaders are and what makes them leaders. Tell participants that, working in small groups of 4-5, you would like them to identify some of those leadership qualities. Explain that there will be one group made up of all host country representatives who will do the same task. Dividing groups by culture (North Americans and host country) will allow some comparison.

2b. Using prepared newsprint, explain the following task: 3 min

Sample Newsprint

TASK

1. List 5-6 qualities of a leader in your culture.
2. In a typical community in your culture, who would be the formal and informal leaders?
3. List your responses on newsprint.

TRAINER'S NOTE: The following is a sample of what some of the participants' charts might look like. You can also use some of these points as examples for the participants before they begin the task.

Qualities of leaders:

can gain respect
have something to say
care about the people
know how to listen
are able to resolve conflict

Formal leaders:

politicians - mayor, treasurer, etc.
educators
city council members

Informal leaders:

college professor
priest or rabbi

15 min

2c. Participants work on task. As they finish, post their newsprints on the wall next to each other. Have the newsprint from the group of host country representatives to the far right.

3-5 min

2d. Briefly call attention to the responses on the charts completed by the North Americans by quickly reviewing each one. Then read the newsprint posted by the host country representative group.

10 min

2e. Ask the following questions of the entire group:

- "What similarities do you see in the definitions of leaders and examples of formal and informal leaders between the North American and host country representative lists?
- What differences do you see?"

Ask the participants if they have any questions about the examples of formal and informal leaders given by the host country representatives. (Allow the host country representatives to respond.)

- "What do these similiarities and differences mean to you as you start to identify leaders in your community?"

More Information on Informal Leaders - Lecture or Handout

3a. Refer back to the chart the host country representatives prepared. Read the titles of typical formal leaders they identified. Ask the host country representatives: 3 min

"Are there any other formal leaders you want to list?

"Do the formal leaders vary from large city to small town? If so, who would be the formal leaders in a large city? in a medium-sized town? in a small town?"

Ask the participants if they have any more questions about formal leaders.

3b. Present a lecture that describes the 6 types of informal leaders outlined in the handout. As you describe each type, ask participants for examples of each type. When you finish the lecture, distribute the handout, "Community Leaders."

TRAINER'S NOTE: Another option is to distribute the handout, have participants read it, and then discuss it as a group. Add 5 minutes extra if you do this.

Identifying Leaders

4a. Explain that the next exercise is designed to help participants put some of the theory about leaders into practice. "You will identify different types of leaders who could help you fulfill a community need. This exercise is similar to what you will do as a Peace Corps Volunteer."

Continue to explain that all participants are to assume that they are Peace Corps Volunteers in community X. "The people in community X have decided that their greatest need is to have a health clinic planned, built, and run. You, as a Peace Corps Volunteer, will be helping them to meet that need. Your task is to determine which types of community leaders can best assist in meeting the need."

Sample Newsprint

TASK

Determine which types of community leaders can best assist in meeting the need of planning, building, and running a health clinic.

Complete the chart on Identification of Community Leaders.

TRAINER'S NOTE: You can change the community need. Select the need that best suits your group. It can be a health clinic, a school, a water project, etc.

4b. Explain that they should fill out the chart on identification of community leaders. Distribute the chart (handout 2) to everyone. Read it together. Then ask participants to work in pairs.

4c. Participants work in pairs to complete chart.

4d. Bring the group back together and ask the following:

"Who were the formal leaders you identified? Who could play a role? What role?
Who were the natural leaders?
Who were the voluntary leaders?
Who were the speciality leaders?

Who were the prestige leaders?
Who were the institutional leaders?

Which type of leader would be most helpful for getting the community need met?

Which type of leader would be least helpful for getting the community need met?"

TRAINER'S NOTE: Be sure to ask host country representatives for their opinions on appropriate leaders and for their responses to participants' conclusions about leaders.

Processing of Session — 10 min

5a. Ask the following questions:

"What does this say about your role as a Peace Corps Volunteer in identifying community leaders?

What pitfalls could there be as a result of your identification and use of community leaders?"

TRAINER'S NOTE: If the participants have difficulty identifying pitfalls, suggest things such as:

- going through "improper" channels by choosing an informal leader
- stepping on toes
- hurting feelings

"What are some of the things you can do to identify leaders in the community to which you are assigned?"

Summary and Closure

6a. Review the work done in this session. Participants have:

listed qualities of leaders;
determined samples of typical formal and informal leaders;
learned more about informal leaders; and

identified how they could use some of the leaders to meet community needs.

6b. Preview the next session.

6c. Close this session.

SESSION 10: PROJECT DEVELOPMENT: PLANNING/MANAGEMENT

RATIONALE:

Development projects undergo changes and modifications as they mature. If a project loses touch overtime with the current conditions or original goals, it may stagnate or, worse yet, create new problems. Peace Corps Volunteers enter projects along various points of their development. Regardless of the time of entry, Volunteers can bring to a project fresh creativity and skills that can often help a floundering project, or help create a plan for additional ones.

To assist in the continuation, adjustment, or evaluation of a project, Volunteers need skills in planning, management, monitoring, and evaluation.

This session will help participants learn and practice planning skills, both individually and as part of a team.

TOTAL TIME: 2 hour 50 minutes plus 15 minute break

GOALS:

1. To improve planning skills through the use of proactive planning model.
2. To learn and practice basic management techniques and skills, including allocation of time and resource and contingency planning.
3. To develop effective teamwork skills.
4. Practice role clarification.

TRAINER PREPARATION:

1. Brief other trainers on their roles, and the session's expected outcomes.
2. Review concepts of reactive and proactive planning (step 3a).

3. Due to the length of this session you may want to conduct it as a morning session or break it into 2 consecutive sessions.

4. Conduct a practice run of each role play with trainers and resource people who will take part in them.

5. Prepare newsprint.

6. Length of session.

MATERIALS NEEDED:

- newsprint and markers
- writing paper and pens for participants

PREPARED NEWSPRINT:

- session goals (step 1b)
- task assignment (step 3d)
- sample chart (step 3d)

HANDOUTS:

- "Life Cycle of a Project"
- "Steps to Proactive Planning"
- "Proactive Planning Chart"

PROCEDURES:

1a. Opening Statement

In introducing the session, mention the following:

- "Most Volunteers work on specific development projects. They may start the project, continue a previous Volunteer's work, or finish up a project that was planned at an earlier date.

- In previous sessions, we discussed ways that Peace Corps Volunteers could have an impact on development, and obstacles which hinder the participation of men and women in the development process, and

- o We developed strategies for gathering information about a community.
- o This session will help develop project planning skills regardless of when you may enter the project."

1b. Read goals from newsprint.

Life Cycle of a Project

2a. Pass out the handout, "Life Cycle of a Project," and ask participants to take a few minutes to read the handout. As they are reading, ask them to think about what it would be like to enter a project at the different stages. 5 min

2b. Participants read handout. 5 min

2c. Ask questions about the handout: 5 min

"Which stage in the life of a project would be the easiest to enter? Why? The most difficult? Why?"

"According to the handout, at what stage in the life cycle of a project is information gathering, identifying obstacles, and assessing local needs and resources most crucial? Why?"

TRAINER'S NOTE: The best answer to the last question is: during every stage. Mention that "gathering information, identifying obstacles, and assessing local needs and resources are essential for project monitoring and evaluation and must be seen as an on-going process throughout the life of every project."

2d. Explain to the participants that, regardless of what stage they enter a project, they need to assess where it is going, what are the obstacles to getting there, and how 1 min best to proceed. Good planning is essential to accomplishing any of the above.

Planning: Proactive and Reactive

1 min 3a. Explain that there are different approaches to planning, some better than others. Write "reactive planning" on the blackboard or newsprint. Explain that "reactive planning is usually in response to an immediate crisis or problem. Usually in reactive planning you are just putting out fires or conducting 'management by crisis'."

3 min 3b. Ask if any of the participants can give an example of a situation involving reactive planning.

TRAINER'S NOTE: This would be an opportune time for host country representative to share examples of reactive planning from their own experiences. You may need to have an example from your own experience as well.

2 min 3c. Write "proactive planning" next to "reactive planning" on the blackboard or newsprint. Explain that "proactive" means active rather than passive; it involves careful advance planning, setting final goals, and looking at possible obstacles which may come up, and some contingency plans to use in the event of problems.

3d. Ask for an example of proactive planning.

5 min 3e. Help participants generate a list of the advantages/disadvantages to each type of planning.

TRAINER'S NOTE: Some advantages to proactive planning are: helps to organize resources, avoids unexpected events, permits for contingencies, and keeps the end goal in mind. A disadvantage to reactive planning is that it keeps things at a crisis pace.

3f. Distribute the handout on steps to Proactive Planning and review it with participants. Acknowledge that there are many ways of planning, and each person may have his/her own style. You are offering this model as a suggested method - they may want to adapt it as they work with it. 5 min

3g. Have participants form small groups of 4-5 and complete the following task:

Sample Newsprint

TASK

1. Identify objectives for the following goal: 30 min

   "To ascertain your community's interests."

2. For each objective list the tasks which would be required to accomplish it.
3. Discuss whether your plan is realistic, feasible? How will you know if you have achieved your objectives?
4. Designate a reporter from your group to present your chart.

TRAINER'S NOTE: Remind participants that objectives must be specific and measurable. Before participants work on the task, check to see if they understand the difference between ascertaining interests and assessing community needs. Assessment may find an outsider defining the needs; it may not reflect the community's own perception of its needs. Community interests are the issues or concerns that the community defines and wants: they are not always reflected in development planning. Projects which address crucial needs while responding to community interests will have the greatest impact. Feel free to substitute another goal of your choice.

15 min 4a. Break

Chart Presentations

5a. One member from each small group presents the group's chart.

TRAINER'S NOTE: After the first chart presentation limit further presentation to differences and "points not previously mentioned."

After the last presentation, ask:

> "What about the planning process seemed particularly difficult? Particularly easy?"

10 min

> "What are some examples of areas in which you could go no further until you are at your site?"

> "Who would you want to include as team members in project planning? How can you try to ensure that that happens?"

10 min 6a. Briefly discuss the next step in proactive planning - the management of a project. Cover the following points:

- o "Project management is the process of using human and material resources toward accomplishing activities (products, outputs) necessary to achieve the goals of a project."
- o "A good plan, which clearly identifies the project goals, objectives, preliminary resources needed, and possible obstacles, is the basis from which a project manager works."

- "A project manager will need to schedule project tasks; to accomplish the project goals; help to clarify roles and responsibilities of project participants; and evaluate."

- "Successful management requires planning, the right people, access to needed resources, knowledge and follow - through."

- "A project manager does not work alone, s/he will most likely work with many people, and a good project will involve participation from all affected individuals. Participants and beneficiaries alike must maintain an open, constructive dialogue throughout the life of the project."

6b. Explain that you would like them to practice some of these management skills. Using the goal and objectives that they worked on earlier, have them in small groups complete the Proactive Planning Chart. 30 min

TRAINER'S NOTE: You may want to walk through an example with them using a flipchart.

7a. After the groups have completed their task lead a discussion on the following questions.

"What were some of the difficulties you had in your 10 min planning, especially in developing time schedules and contingency plans?"

"How would you conduct an evaluation of this project?"

"What are some of the advantages of developing contingency plans?"

"How did your group work as a team in planning? What are some of the differences and similarities you see in the plans different groups produced?"

"How can you see yourself applying this planning/ management model in your work as a Volunteer?"

Role Clarification

8a. Introduce this activity by explaining that even the best-laid plans amount to nothing if the involved persons do not know what their areas of responsibilities are.

For new Volunteers entering a project, it is essential that they clarify their roles with their superiors, their co-workers, and the community.

8b. Explain that the next activity will give participants an opportunity to practice clarifying their roles as Volunteers.

TRAINER'S NOTE: Trainers and host country resource people playing the non-Volunteer roles in each role play should be well rehearsed on the issues they will be addressing. (See Trainer Preparation of this session.) Keep the role plays short (no longer than five minutes), and briefly process at the end of each. You might want to let more than one person play the same role. For example, if a participant says, "If I were _____, I would have...," interrupt and invite him or her to try the strategy in the same role play.

8c. Ask for Volunteers to assume the role of a Volunteer entering a village situation. Provide the setting and allow 5 minutes for each role play. After each role play, provide an opportunity for the participants to leave the character they were playing and return to being themselves. You may do this by having them read the role they were given. Now ask them what it was like playing that role? 30 min

Ask the person playing the other role, "What was happening? How did you feel?"

Ask the group, "What did you see happening? What might you have done differently?"

"How do you see yourselves using role clarification in your jobs?"

8d. At the end of role plays, summarize responses, and ask participants to discuss the consequences of having unclear roles and responsibilities.

8e. Review the major points covered during this session. Mention that this planning model is very useful in setting personal goals. Encourage trainees to take extra charts and work through some personal goal they may have set for themselves.

8f. Preview the next session.

8g. Close this session.

SESSION 11: RESPONSIBILITIES OF A DEVELOPMENT WORKER

RATIONALE:

Peace Corps Volunteers receive months of training for service overseas. However, once at their sites and jobs, they face variables for which they can never be trained. Unexpected events and personalities affect their work and personal experiences; often Volunteers feel a strong sense of urgency for change.

The purpose of this session is to simulate conditions of development work so that participants can begin to think about dealing with change and unexpected situations.

TOTAL TIME: 2 hours

GOALS:

1. To provide a framework for deciding what role to play in Peace Corps service.
2. To allow problem identification, strategy building, and problem resolution.
3. To deal with certain variables of development work such as ambiguity, the implications of working within a system as opposed to outside a system, and the Volunteer's feeling of urgency in the change process.

TRAINER'S NOTE: There are two possible 5-part case studies you can use, "Joe" or "Pauline." If the participants have attended a CAST, they will already have used Joe. In that case you should use "Pauline." If the participants have not attended a CAST, choose either case study.

TRAINER'S PREPARATION:

1. Brief other trainers on their responsibilities and the expected outcomes for the session.

2. Familiarize yourself with the case study you decide to use, as well as the questions in step 2.

MATERIALS:

- Newsprint
- Markers

PREPARED NEWSPRINT:

- Goals of session (step 1a)
- Task for discussion (step 2a)

HANDOUTS:

- "Joe" or "Pauline" (each is a 5-part case study)

FOR TRAINER ONLY:

- Questions for the case study

PROCEDURES:

3 min Opening Statement and Goals

1a. Explain that the purpose of this session is two-fold:

  o To simulate the situation of development work so that participants can see how good plans and intentions can sometimes go awry once a Peace Corps Volunteer is at his/her site, and

  o To put to use all of the development skills the participants have learned in the training program so far.

1b. Read the goals from the newsprint.

The Case Study

2a. Explain that, working in small groups of 5-6, participants will examine and discuss a case study. They will receive the case study one part at a time (5 parts in all), and will discuss each part. Mention that after they receive a part and read it, as a group they should discuss the following: 3 min

Sample Newsprint

DISCUSS

What is your analysis of the situation?

What problems do you see?

How is the Volunteer approaching the problem?

What alternative strategies (if any) do you have?

2b. Break the large group into several small groups in the same room, so that you can manage them and ask questions after each section.

2c. This is the sequence to follow for each part of the case study: 1 hr 40 min (total)

- Distribute the section
- Have participants discuss the questions on newsprint in relation to each part (15 minutes)
- Request that the groups stop discussing. Intervene by asking the questions appropriate to each section. You can stand in the middle or front of the room and conduct the discussion of these questions with all the participants while they remain in their small groups and turn to face you (5 minutes).

- o Distribute the next section and repeat the process until all parts of the case study have been distributed and discussed, and questions answered.

TRAINER'S NOTE: See "Questions for the Case Study" (Joe or Pauline) at the end of this session for exact questions to ask, or role plays you can use at the end of each case study section.

Processing of Session

3a. Have participants bring their chairs together into one large group, and ask the following:

"What pressures do you think the Peace Corps Volunteer in this case study felt?"

"What are some traps Peace Corps Volunteers can fall into as they develop their projects?"

TRAINER'S NOTE: If participants have difficulty with this, here are some examples you can offer:

Traps of Development

Trap	Signals
You're the expert	- Always coming to you for assistance - Insisting that you have the answers - You're too busy putting out fires to keep to your goals or get other things done - People you are working with don't seem to be developing decision making, problem solving skills, or taking things upon themselves

Trap	Signal (Continued)
I've got so much to give	- You're doing things that don't seem to get picked up on - You generate a lot of ideas, but they don't pick up on them either
They can't do it by themselves	- Thinking you've got to be everywhere
I can't leave what would they do without me	- You find yourself wanting to be involved in every aspect of a project and don't want to pass things on
Running out of alternatives, gas, and hope	- You find yourself saying, "Nothing can be done," "They don't work," "They don't change," "I think I'll go now."

"What are some of the things you can do to avoid some of these traps?"

CLOSURE

4a. Preview the next session.

4b. Close this session.

FOR TRAINERS ONLY
QUESTIONS & ROLE PLAYS FOR CASE STUDY: JOE

TRAINER'S NOTE: The role plays are optional. When used, they tend to help participants understand and participate in the case more thoroughly. If you choose to use the role plays, select one or two that seem most appropriate. Be sure to brief the players and give them an opportunity to discuss the role afterwards. Add approximately 3-5 minutes for each role play.

PART ONE:

1. Do you agree with Joe's reasons for not learning the language? Why or why not?

2. What are the advantages/disadvantages of using one communal pilot rice scheme?

3. What are the implications of Joe's use of Peace Corps resources to assist the project process (Peace Corps' mail truck, agricultural programmer, his own travel)?

4. How would you describe Joe's present relationship with the chairman?

5. Was it appropriate to concentrate on one cooperative?

PART TWO:

1. At this point, how do you think Joe is feeling?

2. How can Joe tell if the board of directors is really committed to the cooperative?

3. What would have happened if Joe had not had money for the trip to the ministry? Was this an appropriate use of his resources? Why/why not?

Possible Role Play

- The Board of Directors' Meeting. Focus on what to do at this point.
- Role play between Volunteer/chairman about what to say in the letter to the Ministry and how to get it there.

PART THREE:

1. What role did Joe play in the Ministry meeting? Was it appropriate? Why/why not?

2. Were Joe's feelings of betrayal justified? Why/why not?

3. What are the implications of the role the chairman played?

4. What were the cross-cultural issues affecting this meeting?

Possible Role Play

- A role play with the Acting Director, the chairman, and Joe, based on whatever strategy the small group develops.

PART FOUR:

1. What were the implications of Joe's conversation with the Minister? What would you have done?

2. Were Joe's actions in taking responsibility for the Embassy's assistance appropriate? Why/why not? What would you have done?

3. How did the chairman feel about the embassy route? What are the consequences of non-involvement? Involvement?

4. At this point how would you feel about your progress if you were Joe?

Possible Role Play

- Role play the taxi ride home between Joe and the chairman.

PART FIVE:

1. What is the status of the project now?

2. What are the major causes of its current status?

3. What would you do next if you were Joe?

4. Why were the Acting Director and the chairman no longer on good terms?

5. How did Joe's "life span" of two years in-country affect his sense of time and success?

Possible Role Play

- An informal meeting between Joe and other Volunteers, who attempt to offer support/consultation about the project.

QUESTIONS FOR CASE STUDY: PAULINE

PART ONE:

1. What attitudes is the Volunteer displaying?
2. What is she attempting to do?
3. What, if anything, do you think she should be doing differently?

PART TWO:

1. What do you think is happening regarding the community center?
2. What went wrong with the latrine project?
3. Do you think she should become involved with the project? If so,how?

PART THREE:

1. Why does the nurse think the Peace Corps Volunteer is an expert?
2. What approach is the Peace Corps Volunteer taking regarding the community center?
3. Are people gaining confidence in her? Why? Why not?
4. What is going on emotionally for the Peace Corps Volunteer?

PART FOUR:

1. How well is the Peace Corps Volunteer handling the situation with the community president? What, if anything would you do differently?
2. What are the Peace Corps Volunteers attitudes about what is going on around her?
3. Do you think she is "going forward in tiny little steps" as she says? Why/why not?

PART FIVE:

1. How appropriately did the Peace Corps Volunteer handle her various mini-crises such as the birth of the twins, the stiches and the Caesarean section?

2. What are the implications on the Peace Corps Volunteers giving away the bags of wheat-soy milk blend?

3. What king of situation/role has the Peace Corps Volunteer created for herself in the village?

4. How would you respond to the Peace Corps Volunteer's statement "They need me. Without me, who would help?"?

5. Would you have built a different kind of role for yourself in the village? How so?

6. Should she stay in the village or take the new job? If she stays in the village what should be her approach ?

SESSION 12: SUMMARY OF DEVELOPMENT SESSIONS

RATIONALE:

The last week of training is often sacrificed to the air of excitement, as the training program concludes and trainees are sworn in as Volunteers. The purpose of this session is to review and highlight the development sessions of the training program in a structured fashion. It is also designed to bring formal closure to the program. The completion of phase III of the Individual Skills Inventory allows participants to review the skills they have acquired during training. They also look at skill areas they need to continue to work on, and how to do that after Preservice Training.

TOTAL TIME: 1 hour 55 minutes

GOALS:

1. To review and highlight important learnings about the role of the Volunteer in development.
2. To identify areas for continued learning.
3. To bring formal closure to the training program.

TRAINER PREPARATION:

1. The day before the session, ask the participants to be sure to bring their Individual Skills Inventory with them.
2. Brief other trainers on their roles and expected outcomes of the session.
3. Ask host country representatives to be prepared to comment on participants' strategies in step 4c.
4. Review the summary of the sessions and be prepared to present it in step 2b.
5. Prepare newsprint.

PREPARED NEWSPRINT:

- session goals (step 1b)
- newsprint with development session (step 2a)
- plans and strategies (step 4c)

HANDOUTS:

None

PROCEDURES:

1 min — Opening Statement of Goals

1a. Explain that the purpose of this session is to take a look at what participants learned in the last few weeks of training.

1 min — 1b. Read goals from newsprint.

Review of the Training Program

2a. List the development sessions covered in the training program on newsprint. Your newsprint might look like this:

Sample Newsprint

Development Sessions

- Perspectives on Development
- Dynamics of Development
- Facilitating Development: The Role of the Volunteer
- Non-formal Education as a Development Tool
- Working with Others
- Problem Solving
- Information as a Development Tool
- Community Analysis
- Community Leadership
- Project Development: Planning/Goal Setting and Project Management
- Responsibilities of a Development Worker

TRAINER'S NOTE: If you conducted only some of the sessions in this manual, just list those sessions.

2b. Briefly review the content of each session listed. For example:

"In Perspectives on Development," we looked at some of our assumptions about development, and we discussed self-reliance as an approach to development.

TRAINER'S NOTE: The synopsis of the session you find in the "overview of the sessions" (found before the Guide for Trainers) will help you prepare for this step.

2c. Based on the sessions that you have just reviewed, request that participants individually identify and write down ideas which stand out in their minds as being most important.

2d. Participants write down these ideas. 10 min

Learnings from the Program

3a. Ask participants to form groups of 5-6 and share the ideas they identified as most important. They should look for similarities and differences, and to select ideas, questions, and concerns they want to present to the entire group. 15 min

3b. Bring the groups back together and ask them to share their most important learnings and conclusions from the training program. 15 min

Plans and Strategies

4a. Explain that the session serves as a place for each participant to look at his/her individual skills and to start planning some personal strategies for the next few months. Ask them to complete phase III of their Individual Skills Inventory. 1 min

4b. Participants work individually to complete phase III. 30 min

4c. Ask participants to pair up and discuss how they completed phase III. As they review their plans, ask them to keep in mind these important considerations. They should check for them in their plans.

Sample Newsprint

Take into consideration:

- effectiveness of plans
- cultural appropriateness of plans
- feasibility

If necessary, develop new strategies

15 min 4d. Participants work in pairs to share plans.

4e. Bring the large group back together and ask the following questions.

"What were some of the skills you identified that you already have?"

"What skills do you still need? How are you going to get them?"

"Which tasks will be the hardest? Why? Easiest? Why?"

"Were there any tasks you added?"

"What are some of your strategies for the tasks?"

Summary and Closure

2 min 5a. Conclude with a statement to the effect that "over the past ___ weeks, we have all worked hard to cover important issues and provide you with skills to prepare you as effective Peace Corps Volunteers. It is an ongoing process, and in this session you have already begun to identify how you will continue to develop those skills."

TRAINER'S NOTE: It is a good idea to tell participants to keep their Individual Skills Inventory, especially phase III, and to bring it back to their first In-service Training session so strategies can be checked, compared, and possibly revitalized. It is important, however, to make sure that if you give this assignment, you do refer to the Individual Skills Inventory in IST.

5b. Close this session. 1 min

ABBREVIATED TRAINING OUTLINES

These brief outlines of each session have been designed for Experienced Trainers who want a general idea of the session content but may not need all the details which appear in the complete sessions.

Please note that the steps in the Abbreviated Training Outline are numbered exactly the same as the detailed session outlines. However, since they are abbreviated, they contain only goals, total time and procedures. For trainer preparation, rationale, newsprint, handouts, and number of minutes for each step, consult the detailed version.

Throughout the Abbreviated Training Outline you will notice the (+) symbol. This is used to indicate where you might want to consult the complete session for definitions, examples, sample newsprints, etc.

FOR PARTICIPANTS WHO ATTENDED CAST/CREST: "COMINGS AND GOINGS"

GOALS:

1. To allow participants to sort out their feelings about their initial Peace Corps experiences, particularly at CAST/CREST.

2. To review what participants learned at CAST/CREST.

3. To provide participants with the opportunity to identify and share their feelings about leaving home and entering a new culture.

If you use alternate design after step 3f to introduce PST, add this goal.

4. To identify participants' expectations of PST and to introduce them to the PST schedule.

TOTAL TIME: Approximately 1 hour (add 15 minutes if you use alternate design to introduce PST).

PROCEDURES:

1a. Welcome participants - set climate for importance of discussing CAST/CREST.

1b. Present goals.

2a. Ask participants to write down words/sentences that reflect their experience since CAST/CREST, emphasizing their thoughts on leaving home. (+)

2b. Participants work on task.

2c. Process task. (+)

3a. Explain that next portion of session is designed to help everyone sort out CAST/CREST experience and identify learnings.

3b. Explain task for talking about experience in small groups and prepare newsprint identifying what they liked -- did not like -- learned. (+)

3c. Participants form small groups and complete task.

3d. Groups report out.

3e. Process discussions and reports. (+)

3f. Identify themes and methodologies participants identified that will be carried on in PST.

4a. Summarize session.

4b. Preview next session.

4c. Close this session.

----------ALTERNATIVE DESIGN TO INTRODUCE PST SCHEDULE---------

TRAINER'S NOTE: For alternate design to introduce PST, instead of preceding with step 3f:

3f. Eliminate this step.

4a. Generate expectations of PST on newsprint.

4b. Compare expectations with PST schedule. Respond to what will and will not be covered.

4c. Answer questions.

5a. Summarize session.

5b. Preview next session.

5c. Close session.

PERSPECTIVES ON DEVELOPMENT

GOALS:

1. To review concepts and definitions of development.

2. To discuss an approach to development which emphasizes self-reliance and includes all segments of the population.

3. To hear Host Country Representative perspectives on development and opinions on the role Peace Corps Volunteers can appropriately play in the development of the Host Country.

4. To allow participants to examine and compare their personal assumptions about development.

TOTAL TIME: Approximately 2 hours, plus 15 minute break.

PROCEDURES:

1a. If participants have attended CAST/CREST, acknowledge their basic learnings about development. Explain that this session is a review and also a more in-depth look at development.

If they have not attended CAST/CREST, briefly introduce the concept of the role of the volunteer in development. (+)

1b. Read goals.

2a. Ask participants to individually complete the sentence, "Development is...", based on what they know/believe.

2b. Participants write words and phrases

2c. List their words/phrases on newsprint to create group list.

2d. Ask group to come up with a "working definition" -- one sentence that defines development. (+) Post words/phrases and definition on wall.

3a. Relate concept of development to development in U.S. and ask participants for examples.

3b. Take responses.

4a. Explain why we examine development in U.S. (+) Relate it to the fact that we all have assumptions about development. Define assumptions and provide typical examples of assumptions about development. (+)

4b. Ask participants to work in groups, examine, and compare their assumptions about topics such as: poverty, Peace Corps Volunteer role as development worker, development decision, women in traditional societies, development in third world countries. (+)

4c. Small groups work on task, post newsprint and mill around room to view assumptions.

4d. Process work on assumptions. (+)

5a. Break.

6a. Deliver brief lecture which covers topics on handout **"Self Reliance: An Approach to Development"**, or have participants read handout. (+)

6b. Process brief lecture or reading. (+)

6c. Process the role of the Peace Corps Volunteer in development work based on concepts discussed. (+)

6d. Ask host country representatives for opinions on: development in their country, how they define self-reliance, and appropriate roles for Peace Corps Volunteers. Have participants react to their comments.

7a. Refer back to participants original working definition of development from step 2d. Allow changes and explanations for changes. Ask participants what they still need to learn about development.

7b. Summarize session.

7c. Preview next session and close this session.

8a. Distribute handout if not used as reading during session.

9a. Distribute the Individual Skills Inventory and ask participants to complete phase I before the next session.

DYNAMICS OF DEVELOPMENT

GOALS:

1. To identify some of the factors that inhibit development, and to show how different problems are interrelated.

2. To demonstrate that the various development problems in a community cannot be viewed in isolation of each other.

3. To discuss the responsibility the Volunteer has in considering the overall picture of related development problems when making decisions about his/her individual assignment and/or projects.

4. To recognize that problems and their potential solutions often affect men, women, children, and the elderly in very different ways.

TOTAL TIME: For alternative one ("Maragoli") approximately 2 hours and 15 minutes, plus 15 minute break.

For alternative two (written case studies, "Abbe" or "Coralio" approximately 1 hour and 40 minutes.

ALTERNATIVE ONE: "MARAGOLI"

PROCEDURES:

1a. Stress how this session links to session one and covers considerations of how development problems are interrelated and how solutions have different effects on varying segments of the population.

1b. Read goals.

2a. Introduce the movie and describe purpose for showing it.

2b. Assign task of observing problems demonstrated in the movie. (+)

2c. Show movie.

2d. Have participants complete observation guide. (+)

3a. Break.

4a. Get general reactions to movie from group.

5a. Break participants into small mixed groups to further discuss movie. Assign task for discussion. (+)

6a. Participants work on task - host country representatives should float between groups.

7a. Process small group discussion. (+)

8a. Ask host country representatives to comment on how development problems are interrelated in their country.

9a. Summarize session.

9b. Preview next session.

9c. Close the session.

ALTERNATIVE TWO: WRITTEN CASE STUDIES--"ABBE" OR "CORALIO"

1a. Stress how this session links to session one and covers considerations such as how development problems are interrelated and how solutions have different effects on varying segments of the population.

1b. Read goals.

2a. Explain exercise of analyzing development problems of a community described in the case study, "Abbe" or "Coralio". (+)

2b. Assign the task of observing problems demonstrated in "Abbe" or "Coralio". (+)

2c. Participants read "Abbe" or "Coralio" and take notes. (+)

3a. Break.

4a. Get general reactions about case study. (+)

5a. Break participants into small mixed groups to further discuss the case study. Assign task for discussion. (+)

6a. Participants work on task - host country representatives should float.

7a. Process small group discussion. (+)

8a. Ask host country representatives to comment on how development problems are interrelated in their country.

9a. Summarize session.

9b. Preview next session.

9c. Close this session.

INFORMATION GATHERING AS A DEVELOPMENT TOOL: BASIC SKILLS FOR INFORMAL INTERVIEWING

GOALS:

1. To introduce participants to the concept of informal interviews for gathering information.

2. To discuss and practice informal interviewing skills such as:

    - awareness of non-verbal behavior
    - formulating questions
    - listener responses & probes

TOTAL TIME: Approximately 1 hour and 45 minutes.

PROCEDURES:

1a. Explain why information gathering skills are important for learning in a new culture. Describe flow between parts 1 and 2.

1b. Read goals.

2a. Have participants determine how they gather information (i.e., observe, listen, research). Add another way -- informal interviews, or talking to people. Explain that part 1 deals with basic communications (non-verbals, questions, effective listening), in informal interviews.

3a. Define non-verbal behavior. (+)

3b. Have participants generate list of non-verbal behaviors for newsprint. (+)

3c. Refer back to list and discuss if listed non-verbal cues are true for host country.

3d. Have host country representative discuss how non-verbal behaviors are used in social and work situations.

3e. Process portion on non-verbal behavior. (+)

4a. Introduce the use of questions in information gathering.

4b. Select subject (i.e., traditional medicine in the host country). Ask participants to list questions they would ask about subject in informal interview. List on newsprint.

4c. Explain that some of these questions will get more information than others because they are open-ended. Explain difference between open and close-ended questions. (+) Distribute handout on "Question Types" and review.

4d. Determine which questions participants wrote on traditional medicine are open/closed ended. Rewrite so all are open ended.

4e. Explain that there are appropriate times for close-ended questions. For purposes of informal interviewing, open-ended will be be practiced. Give participants topic (i.e., family life in host country) Ask them to individually write open-ended questions.

4f. Participants complete the task.

4g. Review their questions orally and check for open-ended ones.

4h. Process the activities. (+)

5a. Explain importance of additional skill (being an effective listener -- that is, providing the appropriate response once people start talking to keep them talking and giving you information). Distribute handout LISTENER RESPONSES AND PROBES FOR INFORMATION GATHERING that you adapted in trainer preparation to suit host country culture. Review with participants.

5b. Ask participants to listen for probes as the two trainers read a dialogue.

5c. Conduct dialogue based on Listener Response Dialogue provided for adaptation.

5d. Participants verbally identify probes.

5e. List prepared statements on newsprint responses. (+) Ask participants to select the listener response or probe they would use for each statement.

5f. Process listener response portion. (+)

6a. Mention that there are cultural ways of sustaining conversations. Ask host country representative to comment.

FOR PARTICIPANTS WHO HAVE ATTENDED CAST/CREST

7a. Review session. Remind participants of rules for information gathering they learned at CAST/CREST. (+)

7b. Preview Part II as opportunity to practice these basic skills.

7c. Close session.

ALTERNATIVE 2 FOR PARTICIPANTS WHO HAVE NOT ATTENDED CAST/CREST

7a. Review session.

7b. Provide brief lecture on information gathering. (+) Trainer note: topic usually covered at CAST/CREST.

8a. Preview part II as opportunity to practice these basic skills.

8b. Close session.

INFORMATION AS A DEVELOPMENT: STRENGTHENING INFORMATION GATHERING SKILLS

GOALS:

Option 1 (for participants who have attended CAST/CREST)

1. To review the concepts of information gathering and filtering as a development tool (for a definition of filters, see rationale in detailed session.)

Option 2 (for participants who have not attended CAST/CREST)

1. To introduce the concept of filtering questions as a development tool.

Options 1 and 2

2. To provide an opportunity to practice information gathering and filtering in the host country

TOTAL TIME: Option 1 - Approximately 1 hour and 40 minutes plus 2-3 hour site visit.
Option 2 - Approximately 2 hours and 10 minutes plus 2-3 hour site visit.

PROCEDURES:

Option 1 - opening statement and goals for participants who have attended CAST/CREST.

1a. Introduce session as review of the CAST/CREST session they had on filtering questions.

1b. Read goals.

2a. Review filters and information gathering concepts participants learned at CAST/CREST. (+)

2b. Ask what cultural filters exist in-country and how might they be different from North American cultural filters.

Go on to step 3a.

Option 2 - opening statement for participants who have not attended CAST/CREST.

1a. Introduce session as designed to sharpen information gathering skills.

1b. Read goals for the session.

2a. Deliver brief lecture on filters. (+)

2b. Ask participants to list own filters on paper.

2c. Participants write.

2d. Process the activities.

3a. Introduce the concept of gathering information in a development context to ensure well designed projects.

3b. Introduce three categories for gathering information and explain each: technical, cultural, impact. (+)

3c. Describe three guideline questions for gathering information. (+)

    1. What do I want to know about......?
    2. How do I frame questions to find out.....?
    3. Where do I find the information......?

4a. Ask participants to work in triads practicing information gathering.

4b. Triads are formed.

4c. Explain information gathering task for field trip. (+)

4d. Distribute individual planning forms to each participant.

4e. Assign sites for visit. (+)

4f. Participants work in triads to plan visits.

5a. Participants visit sites and prepare reports.

6a. Groups report. (+)

7a. Process session. (+)

8a. Review session.

8b. Stress importance of sufficient information gathering in design phase of development project.

8c. Preview next session.

8d. Close session.

FACILITATING DEVELOPMENT: THE ROLE OF THE VOLUNTEER

GOALS:

1. To examine the development process at three levels -- national, community, and individual.

2. To identify obstacles hindering the participation of men and women at each level.

3. To identify ways in which the Volunteer can have an impact, either directly or indirectly, on these obstacles.

4. To identify skills the Volunteer will need to facilitate human development within the family and community.

TOTAL TIME: 2 hours 45 minutes plus 15 minute break.

PROCEDURES:

1a. Review the development issues covered in sessions 1, 2, and 3. (+)

1b. Ask participants to think about their role as Volunteers in development in light of these sessions. What are their impressions of that role?

1c. Take 5-6 one word reactions concerning what they have learned about their role so far. Explain that this session will cover the Peace Corps Volunteers' potential impact on the development process.

1d. Read goals.

2a. Define "obstacle" for purpose of this session: Problems, situations, traditions, customs, laws, cultural and social values, ignorance, self image, etc. which hinder the participation of men and women in the development process.

2b. Talk about how men and women often face very different obstacles.

2c. Break participants into small, same-sex groups and explain task of identifying obstacles facing people of their own gender/other gender in-country. (+)

2d. Groups work on task and post lists.

2e. Participants circulate and read each others lists.

2f. Examine similarities and differences between group lists. Look at how males see females' obstacles as compared to how females see their own and visa versa. (+)

2g. Preview the next activity by showing that it will help them to look at obstacles which they can and cannot affect.

4a. Provide lecture on development process at 3 levels: national, community, and individual. (+)

4b. Have participants return to original same-sex groups to work on task to complete "obstacle/impact chart" which helps them to determine how, and on which of the obstacles they identified, they can have an impact. (+) Distribute the chart.

4c. Groups work on task.

4d. Groups report out.

4e. Process group work. (+)

4f. Ask participants for their strategies. List on newsprint. Check cultural appropriateness of strategies. (+)

4g. List skills participants think they need to address in order to have an impact on the identified obstacles.

4h. Identify which skills listed will be covered in the training program and which participants need to learn on their own through manuals and local resources. Technical/ cultural trainers should be present.

5a. Review session.

5b. Preview next session.

5c. Close this session.

NON-FORMAL EDUCATION AS A DEVELOPMENT TOOL

GOALS:

1. To define adult education in a non-formal vs. formal setting and to develop criteria for effective adult learning.

2. To determine how participants can use non-formal education techniques in their daily activities.

3. To practice skills in designing non-formal education activities.

TOTAL TIME: phase 1: General session on non-formal education - 1 hour 30 minutes.

phase 2: Time for groups to prepare presentations - 3 hours to 1 day.

phase 3: presentations - 1 hour 40 minutes.

PROCEDURES:

1a. Make statement about how Peace Corps Volunteers use non-formal education techniques. (+)

1b. Read goals.

2a. Divide group into 2, have one group define formal education and one group define non-formal education. Have group define the opposite--non-traditional or non-formal education. (+)

2b. Compare two lists and ask participants to list instances when Peace Corps Volunteers can use non-formal education techniques.

3a. State two basic premises to non-formal education:
  - adults bring experience
  - adults learn best by doing

3b. Explain that in groups participants will create their own criteria for adult learning based on non-formal education.

3c. Participants work on task.

3d. Groups report out.

3e. Process similarities and differences in criteria. Generalize about how people learn differently.

4a. Provide brief lecture on the "Teaching-Learning Principles". (+)

5a. Give participants the task of preparing a 15-20 minute session which I) teaches new concepts or skills to others, II) follows criteria, and "teaching learning principles", and III) uses various techniques. (+)

5b Groups prepare sessions. Provide them with handout, "A Partial List of Non-Formal Education Techniques".

NEXT DAY

6a. Groups present sessions. Help group critique each presentation. (+)

7a. Summarize Session.

7b. Preview next session.

7c. Close this session.

PROBLEM SOLVING

GOALS:

1. To provide participants with a theory and framework for solving problems.

2. To practice problem solving using the 6-step approach.

TOTAL TIME: Two hours 30 minutes plus 15 minute break.

PROCEDURES:

1a. Explain purpose of problem solving for Peace Corps Volunteer work/personal life.

1b. Read goals.

2a. Mention this is just one method (adaptable to participant needs) for problem solving.

2b. Distribute handout "Six-Step Problem Solving Approach".

2c. Review briefly.

3a. Have group choose two problems relevant to their current situation, on which they would like to work, adjusting to new surroundings or Peace Corps Volunteer life.

3b. Divide participants into two groups. Set up fishbowl with Group A in center and Group B on outside.

3c. Ask Group A to select one of the problems. As they discuss it, Group B will chart the flow of their discussion using the "Form for Charting a Problem Solving Discussion". Purpose is to examine how groups solve problems.

3d. Group B charts as Group A discusses.

3c. Reverse groups. Distribute charts to Group A as Group B discusses other problems.

4a. Process Fishbowl and problem solving patterns. (+)

4b. Make transition to next activity. Stress that:

- we often jump from problem identification to solution
- we may work on wrong problem
- more time is usually necessary to clarify problem/develop/test solution

5a. Break.

PRACTICE AT IDENTIFYING PROBLEM (STEP 1)

6a. Introduce as way to practice identifying problem.

6b. Distribute "Peace Corps In Hidden Valley" and assign task of reading and working in pairs to develop statement of problem. (+)

6c. Individuals read. Pairs work on task and post newsprint with statements of problem on wall.

6d. Pairs report out - share statements of problem.

6e. Discuss all statements - come to agreement on one to use for rest of session.

PRACTICE AT STATING PROBLEM (STEP 1 - continued)

7a. Discuss by asking questions about difficulties in standing problem; dilemmas in problem solving process; ways to avoid dilemmas.

TRAINER'S NOTE: See detailed design for this session which provides an active alternative approach for Step 7.

PRACTICE AT ANALYZING PROBLEM (STEP 2)

8a. Brainstorm and record on newsprint ways to analyze (discuss what's involved in problem, what contributes to it, who knows about it) the problem identified in Step 6e.

8b. Ask what things would evolve if they analyzed the Hidden Valley problem.

PRACTICE AT DEVELOPING ALTERNATIVE SOLUTIONS. (STEP 3)

9a. Quickly brainstorm as many logical solutions as possible. List brief sentences on newsprint.

9b. Have participants select the 3-5 solutions they think might work best. Circle on newsprint and assign number.

PRACTICE IN SELECTING THE BEST SOLUTION (STEP 4)

10a. Explain that the next step is to select the best solution using specific criteria. (+)

10b. Present "Best Solution Chart". (+) Go through each solution proposed in 9d and check appropriate column on chart (Is it easy to implement?).

10c. Determine best solution based on exercise.

IMPLEMENTING AND EVALUATING THE SOLUTION (STEP 5 & 6)

11a. Explain that these steps will be covered in session 10 which deals with project planning and management.

12a. Review session.

12b. Preview next session.

12c. Close the session.

WORKING WITH OTHERS:
VOLUNTEER STYLES AND APPROACHES

GOALS:

1. To explore different styles of working with men and/or women.

2. To help each participant determine his/her own general work styles and assess the consequences of those styles.

3. To discuss how individual styles can be adapted when necessary to produce more effective work/personal relationships in-country.

TOTAL TIME: Approximately 1 hour and 45 minutes.

PROCEDURES:

1a. If participants have attended CAST/CREST, explain that this session follows up on the RVDW unit. If not, explain reasons for session.

1b. Read goals.

2a. Have participants locate "Individual Skills Inventory" they completed and scored.

2b. Explain the "Continuum of Volunteer Styles and Approaches" chart and have participants determine their styles. (+)

2c. Distribute handout that describes each style.

2d. Review each style.

2e. Explain importance of utilizing various styles.

3a. Remind participants about the goal of self-reliance and explain how different stages of development might require different style.

3b. Introduce and give examples of 5 stages of development. (+)

3c. Summarize how different styles or combinations of styles can be useful. (+)

4a. Break participants into 4 groups based on their styles. Give them the task to explore pros and cons of their respective styles. (+)

4b. Participants work on task.

4c. Groups report.

5a. Process session. (+)

6a. Summarize session.

6b. Preview next session.

6c. Close the session.

COMMUNITY ANALYSIS

GOALS:

1. To provide participants with a method for analyzing any given community.

2. To establish the importance of analyzing a community before making judgements about that community.

3. To determine various strategies for gathering data about a community.

TOTAL TIME: Approximately 1 hour and 45 minutes. (If you do skits in step 6a add at least 30 minutes and a break).

PROCEDURES:

1a. Link this session to Information as a Development Tool, Part II as another method for gathering information. Have participants define community analysis. (+)

1b. Ask participants why community analysis is important. (+)

1c. Explain purpose of session.

1d. Read goals.

2a. Introduce KEEPRAH as a method for analyzing a community. (+)

2b. Describe each subsystem and discuss questions one can ask in order to obtain information about that subsystem. (+)

3a. For practice in using the KEEPRAH model, have participants analyze their hometown or where they have recently lived.

3b. Participants individually complete task.

3c. In pairs, participants share their analyses.

3d. Process the task. (+)

4a. Ask participants to examine a community using KEEPRAH and given specific questions. Use "Community Study: Taralonolo."

4b. Participants complete task in groups.

4c. Groups report.

5a. Process small group work. (+)

6a. Summarize session.

6b. Distribute handout on suggestions for gathering community information.

6c. Preview next session.

6d. Close this session.

COMMUNITY LEADERSHIP

GOALS:

1. To determine leadership qualities as defined in the U.S. and in the Host Country.
2. To define various types of formal and informal community leaders, the roles they play, and to discuss the validity of both types.
3. To look at ways of identifying community leaders and utilizing their skills.

TOTAL TIME: Approximately 1 hour and 10 minutes.

PROCEDURES:

1a. Link this session to the preceding one on KEEPRAH. Review politics as defined in KEEPRAH. Contrast formal and informal leaders, stress the importance of being able to recognize and work with both.

1b. Review goals.

2a. Divide participants into small groups based on culture--4-5 North Americans in one group, 4-5 host country representatives in another. Task is to identify leadership qualities as defined in respective culture.

2b. Explain task. (+)

2c. Participants work on task and post newsprint.

2d. Review each newsprint.

2e. Process the activity and compare North American and host country responses. (+)

3a. Discuss the host country responses more in depth. (+) Allow participants to ask questions.

3b. Provide brief lecture describing 6 types of informal leaders. Distribute handout "Community Leaders".

4a. Introduce exercise to help participants identify leaders and determine strategies for involving leaders in meeting community-felt need of health clinic. (+)

4b. Distribute chart on identification of community leaders. Review it.

4c. Participants work in pairs to complete chart.

4d. Have group share responses and involve host country representatives.

5a. Process session. (+)

6a. Review session.

6b. Preview next session.

6c. Close session.

PROJECT DEVELOPMENT: PLANNING/MANAGEMENT

GOALS:

1. To provide an opportunity for participants to:

   - Improve planning skills and develop planning STRATEGIES.
   - Learn and practice basic management techniques and skills, including time and resource allocation and contingency planning.
   - Develop effective teamwork skills.
   - Practice role clarification as management tool.

TOTAL TIME: 2 hours and 50 minutes plus 15 minute break.

PROCEDURES:

1a. Introduce session by making point that Peace Corps Volunteers enter projects that are in varying stages of their "life cycle" or development. This session will help strengthen planning skills for entering project at any point.

1b. Read goals.

2a. Distribute "Life Cycle Of A Project". Ask participants to review it and think about what it would be like to enter a project at the different stages.

2b. Participants read handout.

2c. Ask questions about the chart. (+)

2d. Stress the importance of assessing where a project is, in the cycle, when a Peace Corps Volunteer enters.

3a. Talk about different types of planning, define "reactive planning". (+)

3b. Ask participants and host country representatives for example.

3c. Define "proactive planning". (+)

3d. Ask for examples.

3e. Help participants generate a list of the advantages and disadvantages of both reactive and proactive planning. (+)

3f. Review proactive planning with trainees.

3g. Have participants form small groups and complete task of practicing with the planning model. (+)

4a. Break.

5a. Groups report out.

5b. Process report. (+)

6a. Discuss next step in proactive planning management which involves scheduling, resource identification and role clarification.

6b. Have participants complete proactive planning chart.

7a. Lead discussion on using proactive planning.

8a. Introduce role clarification as an essential management tool.

8b. Set up and conduct role plays.

8c. De-role participants and process the activity.

8d. Review session.

8e. Preview next session.

8f. Close session.

RESPONSIBILITIES OF A DEVELOPMENT WORKER

GOALS:

1. To provide a framework for deciding about the appropriate role to play in Peace Corps service.
2. To allow problem identification, strategy building and problem resolution.
3. To deal with certain variables of development work such as ambiguity, implications of working within a system as opposed to outside a system, and the Volunteer's felt need for urgency in the change process.

TOTAL TIME: 2 hours.

TRAINER'S NOTE: Choose between case studies of Joe (used at CAST/CREST) and Pauline for analysis.

1a. Explain purpose of session. (+)

1b. Read Goals.

2a. Explain task of working in small groups to analyse 5-part case study. (+)

2b. Break participants into small groups.

2c. Distribute each section of the case study and make interventions at appropriate points. (+)

3a. Process session and discuss the "Traps of Development". (+)

4a. Summarize this session.

4b. Preview next session.

4c. Close this session.

SUMMARY OF DEVELOPMENT SESSIONS

GOALS:

1. To review and highlight important learnings about the role of the Volunteer in development work.
2. To identify areas for continued learning.
3. To bring formal closure to the training program.

TOTAL TIME: 1 hour and 55 minutes.

PROCEDURES:

1a. Introduce session as review of training program.

1b. Read goals.

2a. Show participants list of development sessions covered in training program. (+)

2b. Briefly review content of each (see overview of sessions).

2c. Ask participants to briefly write the most important ideas/concepts they learned during the PST development sessions.

2d. Participants complete the task.

3a. Ask participants to form groups of 5-6 and to look for similarities/differences, and to select ideas, questions, and concerns for total group.

3b. Report out, in large group.

4a. Explain that closure of training program is a point to examine individual skills. Ask participants to complete phase III of individual skills inventory.

4b. Participants work individually to complete phase III.

4c. Ask them to pair up and share their plans. (+)

4d. Participants work in pairs.

4e. Process strategies. (+)

5a. Summarize.

5b. Close session.

DEVELOPMENT AND SELF-RELIANCE

As development workers, Peace Corps Volunteers perform technical and professional services at the request of the governments they serve.

The form Peace Corps' development assistance takes varies from Volunteer to Volunteer, from project to project and from country to country, depending on an infinite variety of individual and local factors.

The goal is nevertheless the same: helping people improve their lives in ways they themselves determine to be important, and in ways they themselves can sustain.

It is an approach based on the premise that people must participate in and determine what is best for themselves, their families and their community for any development project to have a lasting impact. It recognizes that development projects cannot be imposed from above, and will be truly effective only when they are based on an understanding of local needs, resources and opportunities. It is axiomatic to state that the relevance of any local project can only be judged locally.

External development assistance should be viewed as a means of strengthening the ability of individuals to participate in, and take charge of development initiatives which affect their lives. It should foster pride, confidence and the desire to become increasingly self-reliant.

INTERNATIONAL ASSISTANCE

International organizations have at times provided their development assistance to Third World countries in ways that cause recipients to become increasingly dependent on the source of that assistance.

Providing large amounts of food or material without tying the assistance to a longer term locally-based development effort does not serve to increase the capacity of local individuals or institutions. To the contrary, it may even result in the neglect of skills they have already acquired. In either case, it can easily lead to greater dependency.

Some external assistance is more directly related to a donor nations' self-interest than to any genuine desire to support a recipient country's development programs. Such assistance can create a crippling dependence of one nation on another.

In spite of attempts to provide assistance, if it comes in this fashion, those who could benefit most from becoming increasingly self-reliant instead become more dependent on an external source for their survival.

David Werner, in his seminal work, The Village Health Worker, states that under these circumstances "the rural poor become the voiceless recipients of both aid and exploitation."

One of the most influential theorists of the development process is the late E.F. Schumacher. In his book, Small is Beautiful, he states that "The new thinking that is required for aid and development will be different from the old because it will take poverty seriously. It will care for people -- from a severely practical point of view. Why care for people? Because people are the primary and ultimate source of any wealth whatsoever. If they are left out, if they are pushed around by self-styled experts and high handed planners, then nothing can ever yield real fruit..." Schumacher goes on to say that "Development does not start with goods; it starts with people and their education, organization and discipline. Without these three, all resources remain latent, untapped, potential."

Standards which primarily measure development in material terms have inevitably led to an overemphasis on material assistance to the detriment of strategies which emphasize the direct benefit to, and the involvement of, people.

Rusty skeletons of unused farm machinery on the hills surrounding villages throughout the world are a testament to the problems inherent in relying on material assistance. Well-meaning foreign donors all too often sent machinery that could not function for long without money for fuel, trained technicians for repairs, and access to foreign factories for spare parts.

Development assistance which stresses self-reliance avoids creating such dependencies while helping people acquire the skills to improve there circumstances in ways they themselves can sustain.

INCLUDING ALL SEGMENTS OF A COMMUNITY

In order to help a community become increasingly self-reliant, the impact on and contribution of all individuals must be taken into account. Consideration must be given to the equal participation in the development process of all segments of a community including women, men, children, the elderly and any minority group. They must be given the opportunity to become part of the decision-making process which influences the direction of any development project which has an impact on their lives.

The potential effect of a project, however, may differ in how it impacts on the lives of women, men, children, the elderly, etc.

Example: The Introduction of Running Water to a Village

A classic example of this principle is illustrated by following the potential effects of introducing running water to increase the health and sanitation standards of a village.

The most immediate effect will be on the women, since they are the ones who spend up to three hours a day fetching water. Yet it should be evident that such a change will also have an impact on other members of the village as well. These potential changes pose a series of questions. How, and by whom, these questions are answered will ultimately determine what new patterns of daily life emerge.

- What each woman does with the added time will certainly have an impact on her children,
- Whether she spends more time in housework, the fields or devotes time to other activities, such as marketing her handicrafts, will certainly affect her husband who may have a completely different notion of his own and his family's needs.
- How the monies which may result from her new activities are spent and who will make that decision will again have an impact on all the individuals involved.

What patterns are created throughout the community by the collective and cumulative impact of these individual changes will influence whether the faucet, or any new technology, will be eventually integrated into the life of the village or allowed to fall into disuse.

Thus even the introduction of something as simple as a water faucet must no longer be seen exclusively from a technical perspective.

Once understood, it is a relatively easy lesson to learn. It is, however, far more difficult to apply. More often than not, the very groups which are most affected by development projects are the very ones omitted from the decision-making process. In virtually every country (including the United States) it is the rich, the powerful, and the men who make most of the decisions. Whereas, it is the elderly, the children, the women and the poor who must live with both the positive and the negative effects of those policies.

Gradually, more and more individuals working in development have become aware of these patterns of exclusion. In the early seventies, a series of studies and reports were issued which focused on the plight of women. Statistics were quoted that showed that although women contributed 50% percent of the human resources worldwide they continued to be excluded from having a meaningful voice in the decision-making process that affected their lives, this despite the fact that in many countries they performed a good deal of the manual labor.

WOMEN IN DEVELOPMENT: BACKGROUND ON PEACE CORPS' EFFORTS

In 1973, Senator Charles Percy sponsored an amendment to the Foreign Assistance Act requiring that all U.S. bilateral assistance programs give particular attention to incorporating women at all levels in development projects. Peace Corps, along with other development assistance agencies, quickly issued guidelines aimed at assuring the inclusion of women in all aspects of the development process. Women in Development, or WID, as this concern for the involvement of women in the development process became known, was integrated into all Peace Corps Volunteer training.

With passage of the Percy Amendment, and the steady increase of field-related literature promoting the concepts behind WID, those that had long promoted Self-Reliance as an approach to development found their cause greatly enhanced. For years they had tried, unsuccessfully, to get development agencies to take into account the following criticisms:

- More often than not, women were being left out of the development process;
- Traditional women's roles, such as gathering food, water and fuel for the family were being ignored by professional planners;
- Women were not being seen as technical and human resources.

Peace Corps' particular approach was to begin by gradually incorporating WID principals into all program and training materials designed for Volunteer use. Since then what has emerged is a body of material under the title of "The Role of the Volunteer in Development Work" which incorporates most of what Peace Corps has learned about development work in the last twenty years, including those concerns such as Self-Reliance and WID discussed in this paper.

THE ROLE OF THE VOLUNTEER

The following is an outline of some of the concepts/principals which are covered in greater detail in other training materials. They are presented here merely to stimulate an initial discussion on the role of the volunteer in development.

1. VOLUNTEERS AS FACILITATORS

As development workers, Volunteers are part of a process which recognizes that the needs of a community can only be expressed by that community.

- The role of the Volunteer is to encourage people to identify their changing needs as their circumstances change, and then to work with them to address those needs.
- Peace Corps Volunteers, or for that matter, any outsider, should never presume to know what is best for someone else, nor should they see their role as doing things for people.

2. SELF-RELIANCE AND THE ROLE OF THE VOLUNTEER

Volunteers can help people acquire additional skills, knowledge, and resources thereby better enabling them to make decisions regarding their own futures.

- Volunteers should share their skills so that the people most affected can maintain the same, or similar, level of effort after the Volunteer has left.

  Example: When farmers are taught more efficient methods of raising chickens, teachers are trained to teach science, and children are taught to read, they become more self-reliant rather than more dependent on some external source of assistance.

- o Volunteers should seek to multiply their effectiveness by emphasizing methods which continue to have an impact after they have gone.

  Example: Working with Host Country extension agents who will continue to work with farmers for years to come and/or writing a usable "how-to" manual which records in local terms what worked in a particular technology so that others can benefit from these same lessons, are examples of the "multiplier effect" as applied to Peace Corps.

- o A Volunteer may be assigned to a project to help establish an institution which would then continue to provide service without outside assistance.

  Example: When a school is built and staffed, a cooperative is started and is directed by its members, or when a well is dug and can be maintained locally, a community is strengthened and does not become more dependent on external sources of assistance.

- o Projects which emphasize the use of local materials, resources and appropriate (accessible or adaptable) technologies are less likely to become dependent on outside sources for the continuing effectiveness of their project.

- o Volunteers should strengthen a community's desire to take charge of programs/technologies that affect them most. This "can-do" attitude, when re-enforced by successes, tends to be self-perpetuating. In the long run, this will be the single most contribution of any development program.

3. VOLUNTEERS MONITOR THEIR PROJECTS

Four basic tenets contribute to Peace Corps' uniqueness as a agency. They are:

- o Volunteers live among the people with whom they work.

- o Volunteers are trained to function in a different culture.

- Volunteers are required to learn the local language.
- Volunteers are assigned to project for a period of two years.

It is these four tenets that allow Volunteers to be able to view monitoring as an on-going function, rather than as a hit and run proposition as practiced by many other development agencies.

It is relatively easier for them to determine whether a project is having a positive or negative impact on a particular segment of the population. It nevertheless requires that the Volunteer pay attention to the concepts discussed in this section, particularly since the diverse effects of a project may affect different parts of the population at different times.

Example: When plans to build a road between an up-to-that-point isolated Indian village and a school were being discussed a development worker should ask him/herself (and obviously others in the community) the following questions:

- What impact will the road have on the men?
- Will they have access to more/different jobs?
- Will they spend less time with their families?
- What effect will the road have on the women?
- Will they be able to leave the village to sell their goods?
- If they do, what will happen to the small children?
- Will the elderly be affected?
- If both the men and the women start commuting, who will do what needs to be done in the fields?
- Will any of these changes have an effect on local traditions?

The important point is that if Peace Corps Volunteers are concerned with how their projects affect all the people of a community they will ask these, and similar, questions.

Volunteers should try to involve people in decisions that affect the development of their community and their own destiny. Such decisions may well include what to do with a new road, or whether to plant a crop, or what to do with newly acquired free time that resulted from introducing a new well.

Volunteers should recognize that each segment of the population may be affected differently by even the slightest change.

Volunteers should work so that the community's self-reliance is enhanced and so that every element of the community is viewed as a participant in the development process.

SUMMARY

Moving into a new culture, learning a new language, and even trying out one's own skills for the first time can make the work of a Peace Corps Volunteer twice as challenging.

Enthusiasm, coupled with a sense of wanting to achieve a set of goals, all too often makes Volunteers "jump in" to their assigned projects. It is, thus, doubly important that the Volunteer remain aware of what he/she is doing to enhance a community's self-reliance.

Volunteers need to constantly ask themselves:

- Am I helping people acquire skills and make decisions for themselves?
- Am I considering the needs and participation of all segments of the population including men, women, children and the elderly?
- Am I, even though inadvertently, contributing to a sense of dependency?
- Am I strengthening the feeling of self-reliance?

With these questions being asked and answered, Peace Corps Volunteers can actively and effectively participate in a development process which emphasizes self-reliance.

PARTICIPANT'S COPY

INDIVIDUAL SKILLS INVENTORY

This workbook has been designed to 1) help you determine what skills you need as a Peace Corps Volunteer; 2) examine your own skills; 3) look at ways to improve and acquire skills during and after training; and 4) check on your own progress throughout PST.

You will be asked to refer to this workbook three times during PST. Please complete the phases only as you are requested to do so. You will use it especially at the end of training. Please keep this workbook throughout the program.

INDIVIDUAL SKILLS INVENTORY - PHASE I

Skills I already have that will assist me as a volunteer in development work	Skills I need to improve	How I can improve them	Skills I need to acquire	How I can acquire them

NOTES TO MYSELF:

INDIVIDUAL SKILLS INVENTORY - PHASE II

Since Phase I, other useful skills I discovered I already have	Skills I identified in Phase I that I have improved	Skills I still need to improve; other skills I have identified that need improvement	How I can improve them	Which skills in Phase I I needed to acquire that I have acquired	Skills I still need to acquire or that I have identified as new skills to acquire	How I can acquire them

NOTES TO MYSELF:

Session 1
Handout 2 p.4

INDIVIDUAL SKILLS INVENTORY - PHASE III

PCV TASKS: Ratings on how well I currently think I could do this task 1 2 3 4 5 I do not have the skills to do this at all — I have moderate skills for doing this — I have skills to do this well	Check off tasks which require that I still need to improve/acquire a skill	Name the skill	My strategy for improving/acquiring this skill after PST	How will I check myself? How will I know when I have acquired this skill?
To initially enter a community & establish credibility 1 2 3 4 5				
To sensitively get to know the community 1 2 3 4 5				
To meet community members and make friends 1 2 3 4 5				
To identify and work with appropriate community leaders 1 2 3 4 5				
To identify community nees 1 2 3 4 5				

INDIVIDUAL SKILLS INVENTORY - PHASE III

PCV TASKS: Ratings on how well I currently think I could do this task 1 2 3 4 5 I do not have the skills to do this at all / I have moderate skills for doing this / I have skills to do this well	Check off tasks which require that I still need to improve/ acquire a skill	Name the skill	My strategy for improving/acquiring this skill after PST	How will I check myself? How will I know when I have acquired this skill?
To work toward self-reliance for all segments of the population 1 2 3 4 5				
To evaluate how I am doing as a PCV 1 2 3 4 5				
To take into account the host country perspective on development needs 1 2 3 4 5				
To analyze development problems, causes, and consequences ... to see how any project fits in 1 2 3 4 5				

INDIVIDUAL SKILLS INVENTORY - PHASE III

PCV TASKS: Ratings on how well I currently think I could do this task 1 2 3 4 5 I do not have the skills to do this at all I have moderate skills for doing this I have skills to do this well	Check off tasks which require that I still need to improve/acquire a skill	Name the skill	My strategy for improving/acquiring this skill after PST	How will I check myself? How will I know when I have acquired this skill?
To realistically assess what my impact can and cannot be as a PCV 1 2 3 4 5				
To use no-formal education techniques to transfer my skills to others 1 2 3 4 5				
To adjust my own style of working so it fits in with the styles and needs of host country people 1 2 3 4 5				
To solve problems, whether they be personal or work related 1 2 3 4 5				

INDIVIDUAL SKILLS INVENTORY - PHASE III

PCV TASKS: Ratings on how well I currently think I could do this task 1 2 3 4 5 I do not have the skills to do this at all I have moderate skills for doing this I have skills to do this well	Check off tasks which require that I still need to improve/acquire a skill	Name the skill	My strategy for improving/acquiring this skill after PST	How will I check myself? How will I know when I have acquired this skill?
To plan, design, run, manage, and evaluate projects 1 2 3 4 5				
To gather information about work, culture, people, etc. in a culturally appropriate and sensitive fashion 1 2 3 4 5				
Others: 1 2 3 4 5				
1 2 3 4 5				
1 2 3 4 5				

ABBE
A VILLAGE IN AFRICA

Peace Corps Volunteer Site Placement
Background Information

Abbe is a small, agricultural village in the southeast corner of the Kinvolo district of Senegal, which is located in the Sahel region of Africa. The area is hot and dry, with a sandy, flat terrain. Its 800 residents, comprised of about 50 families, are subsistence farmers; major crops are millet, maize, gorham, casava, rice, taro, and cocoyams. The region has suffered from drought conditions during the past few years; last year's rainfall was less than 5 inches, down from more than 10 inches before the onset of the drought. Supplying water for both human consumption and irrigation is a problem.

Current per capita income is approximately US$130 per year. The government's Five Year Plans for agriculture have focused both on the development of cash crops, such as peanuts, as well as on the increased production of cereal grains, such as rice, for domestic consumption.

Although the local language is Wolof, some residents speak French. Some other tribal languages are spoken in and around Abbe. Approximately 80% of the population is Muslim; the remainder of the people are Catholic, with remnants of local animistic worship occasionally visible.

The village government consists of a Chef du village, who is appointed by the District Governor. The Chef is also a member of the traditional ruling family in the region; he selects an Assembly of village leaders who hold regular councils. The Chef, through the Assembly, must concur in governmental actions affecting Abbe; the government administrative and service agencies, however, are centralized at the district level in Ganvier, approximately 60 kilometers away (see attached governmental organization chart).

The only educational facility in the village is a small elementary school supported entirely by the village. The closest intermediate and secondary schools are located in Rwanika, approximately 10 kilometers distant. A recent government survey indicated that approximately 88% of the population were "functionally illiterate."

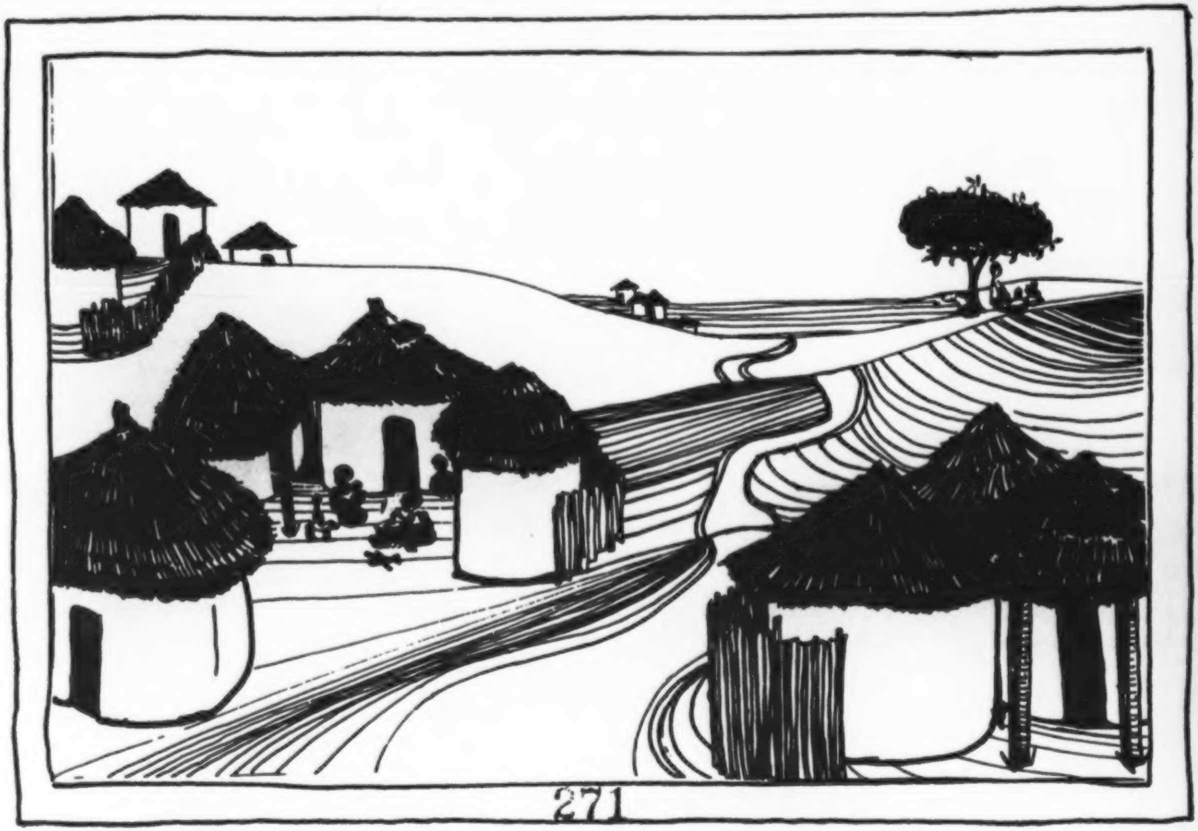
The nearest health clinic is also in Rwanika, staffed by Lutheran missionaries from the United States. A local midwife attends to childbirth and minor illnesses. The leading fatal diseases are malaria, measles, and diarrheas, all compounded by underlying malnutrition. Approximately 30% of young children lose their lives primarily through this combination of causes, although tetanus and a range of viral respiratory infections also contribute significantly to the high number of deaths. Approximately 20% of all infants were characterized as suffering from "chronic protein-caloric malnutrition" according to a 1979 World Bank study.

This is the first Peace Corps Volunteer placement in Abbe. The only other outside assistance the village has received was in conjunction with the Water Resources Development Project begun under the former government's Five Year Plan. French irrigation engineers assisted the village in supplementing their dwindling available water supply with machine-operated pumping equipment.

The Rural Development Project is being administered through the Ministry of Agriculture. The District Agricultural Liaison Officer will be available to assist you in developing your community activities.

ABBE

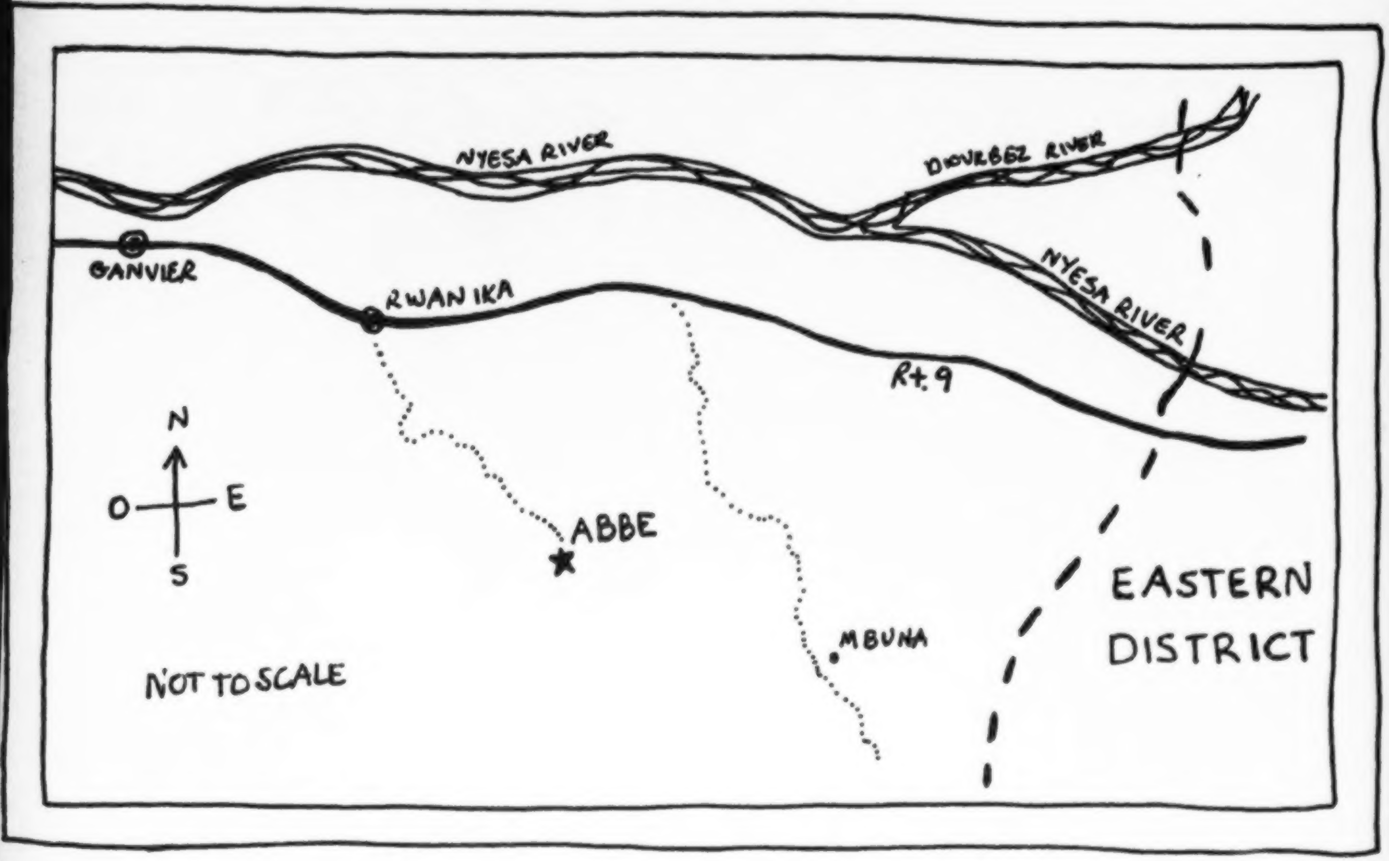
A VILLAGE IN AFRICA

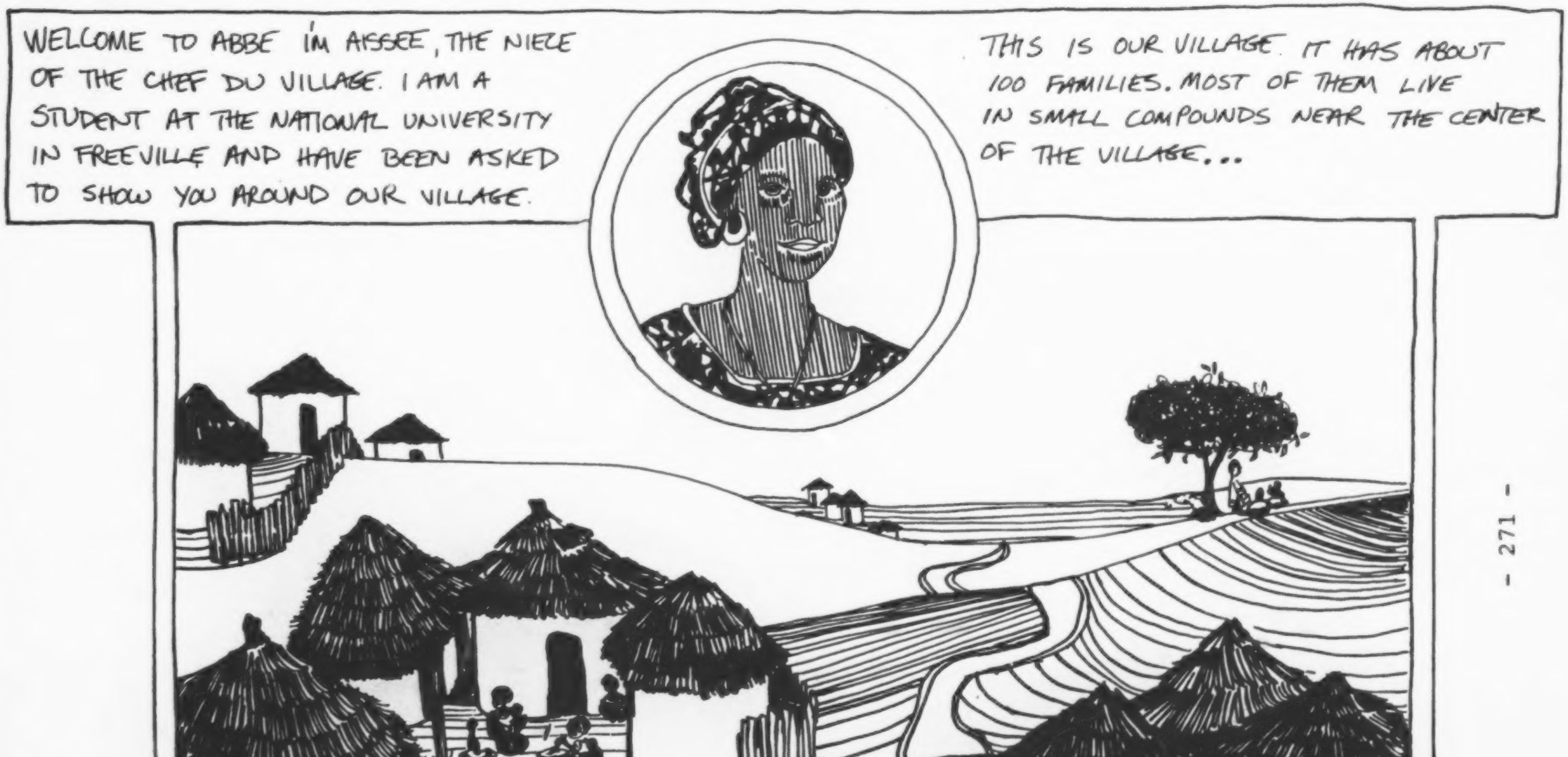


CASE STUDY DEVELOPED BY JOHN MONGEON AND LINDA SPINK, ILLUSTRATED BY KIM WINNARD

FOR USE IN PEACE CORPS VOLUNTEER TRAINING

ABBE


NYESA RIVER
DIOURBEZ RIVER
GANVIER
RWANIKA
NYESA RIVER
Rt. 9
N
O
E
S
ABBE
MBUNA
NOT TO SCALE
EASTERN DISTRICT


WELCOME TO ABBE I'M AISSEE, THE NIECE OF THE CHEF DU VILLAGE. I AM A STUDENT AT THE NATIONAL UNIVERSITY IN FREEVILLE AND HAVE BEEN ASKED TO SHOW YOU AROUND OUR VILLAGE.
THIS IS OUR VILLAGE. IT HAS ABOUT 100 FAMILIES. MOST OF THEM LIVE IN SMALL COMPOUNDS NEAR THE CENTER OF THE VILLAGE...

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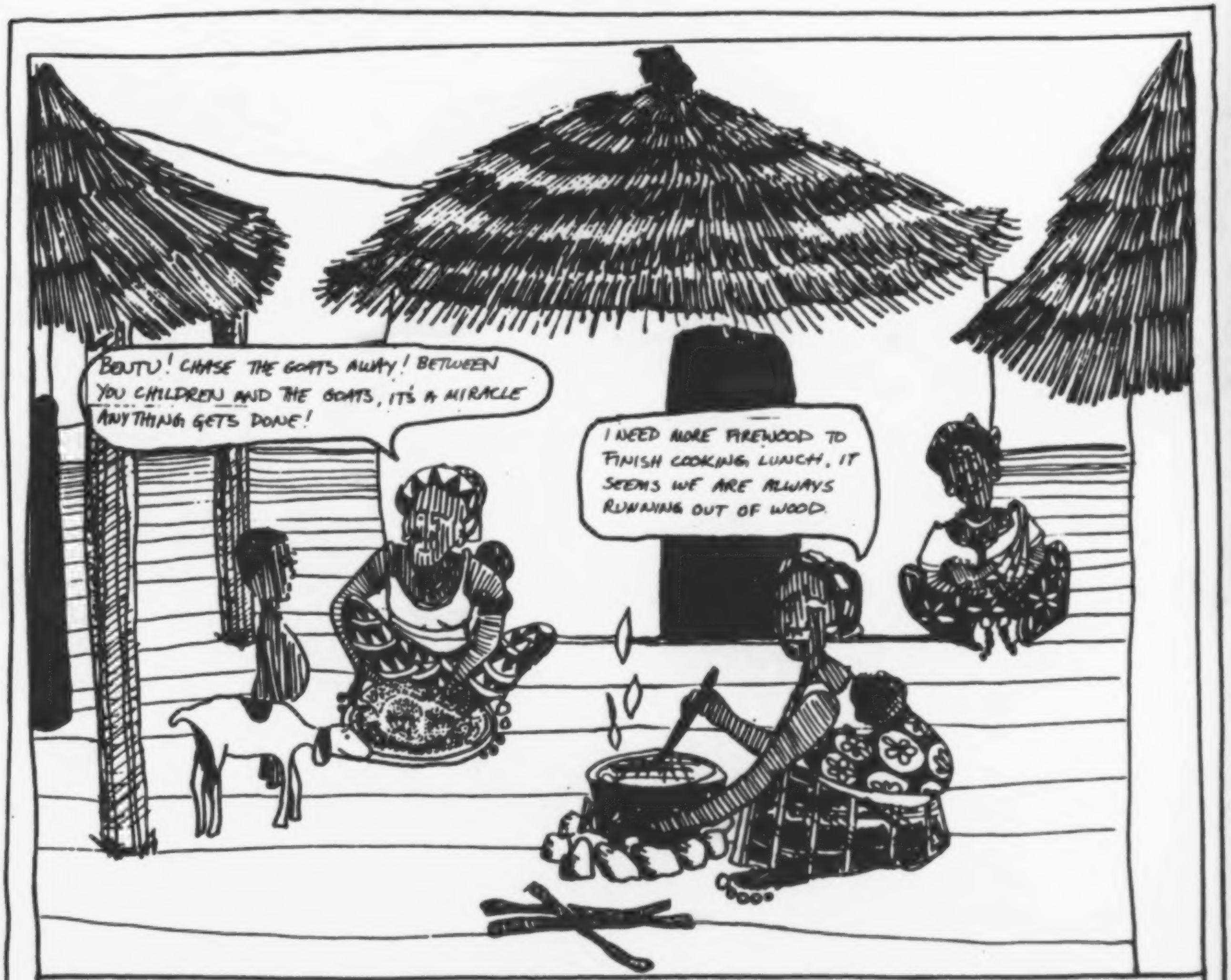
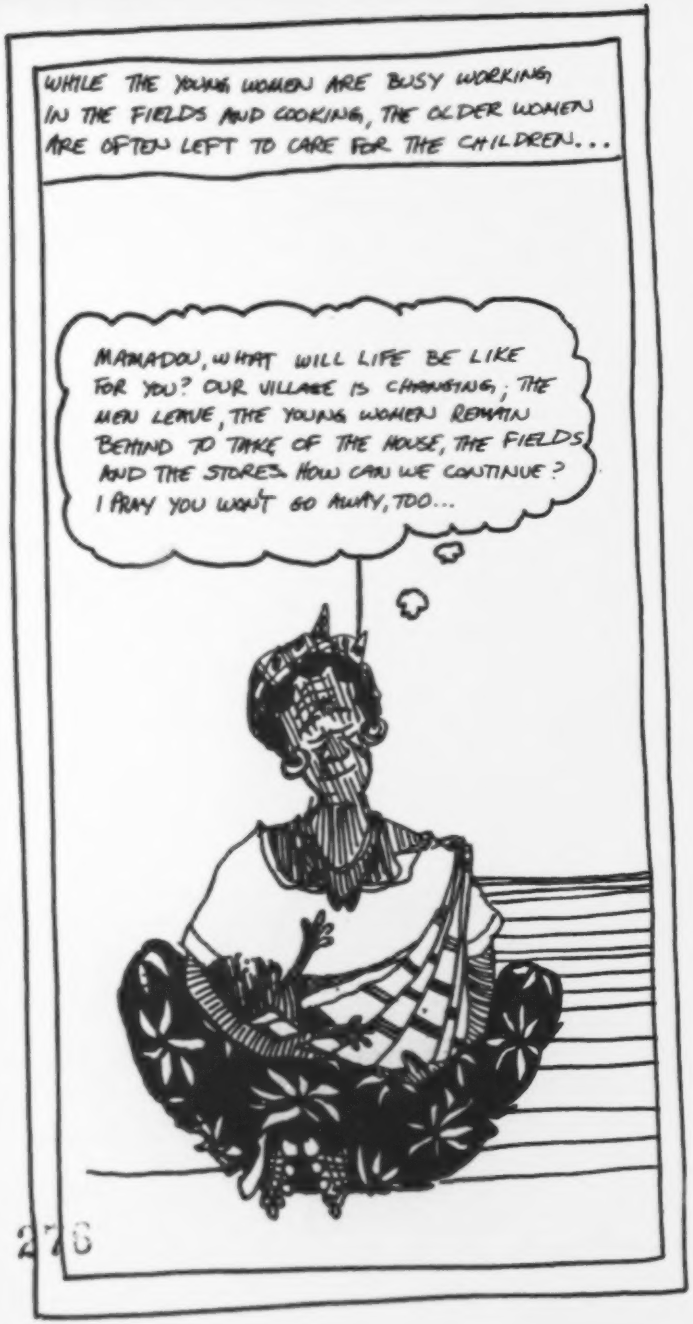
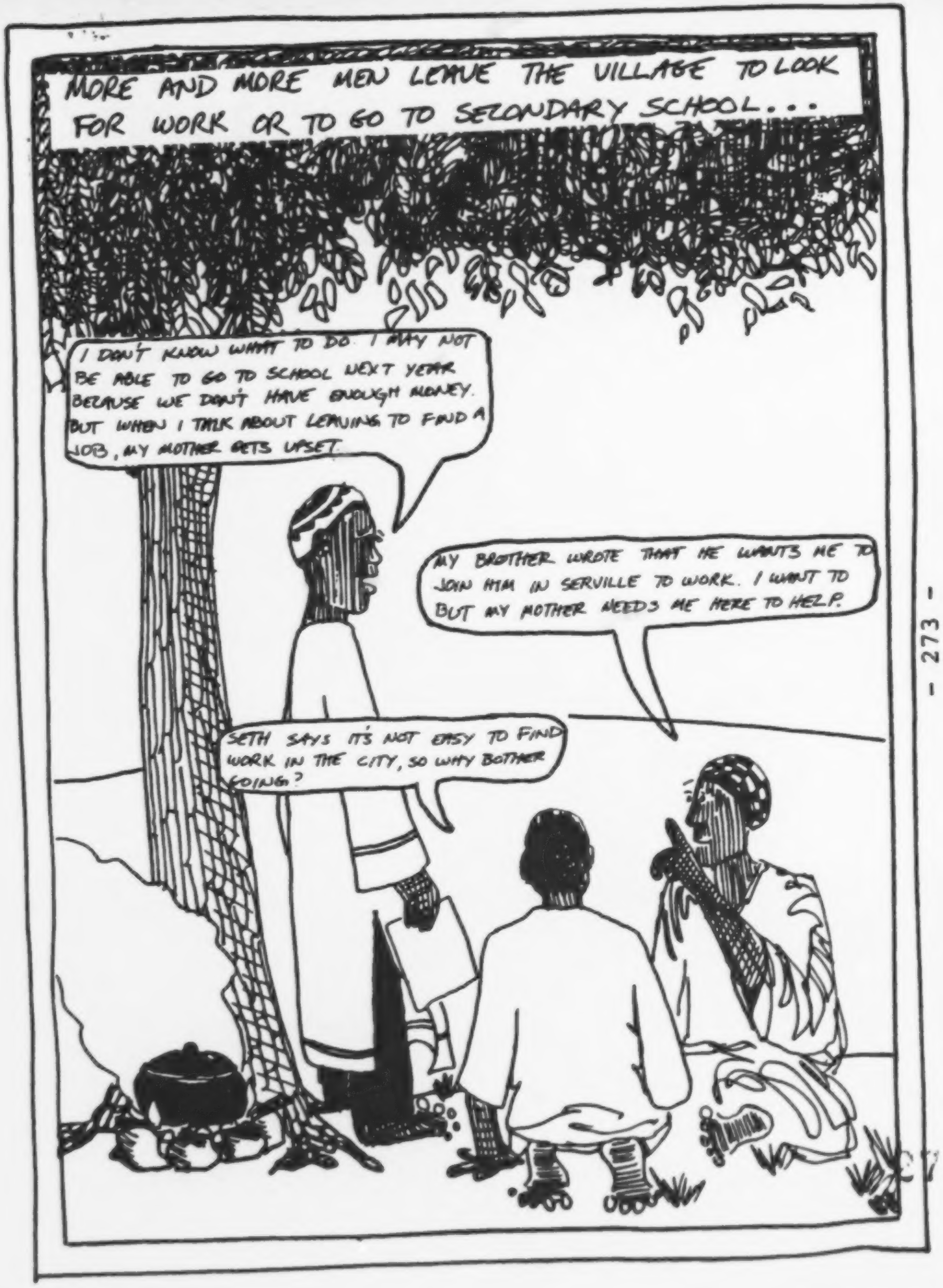
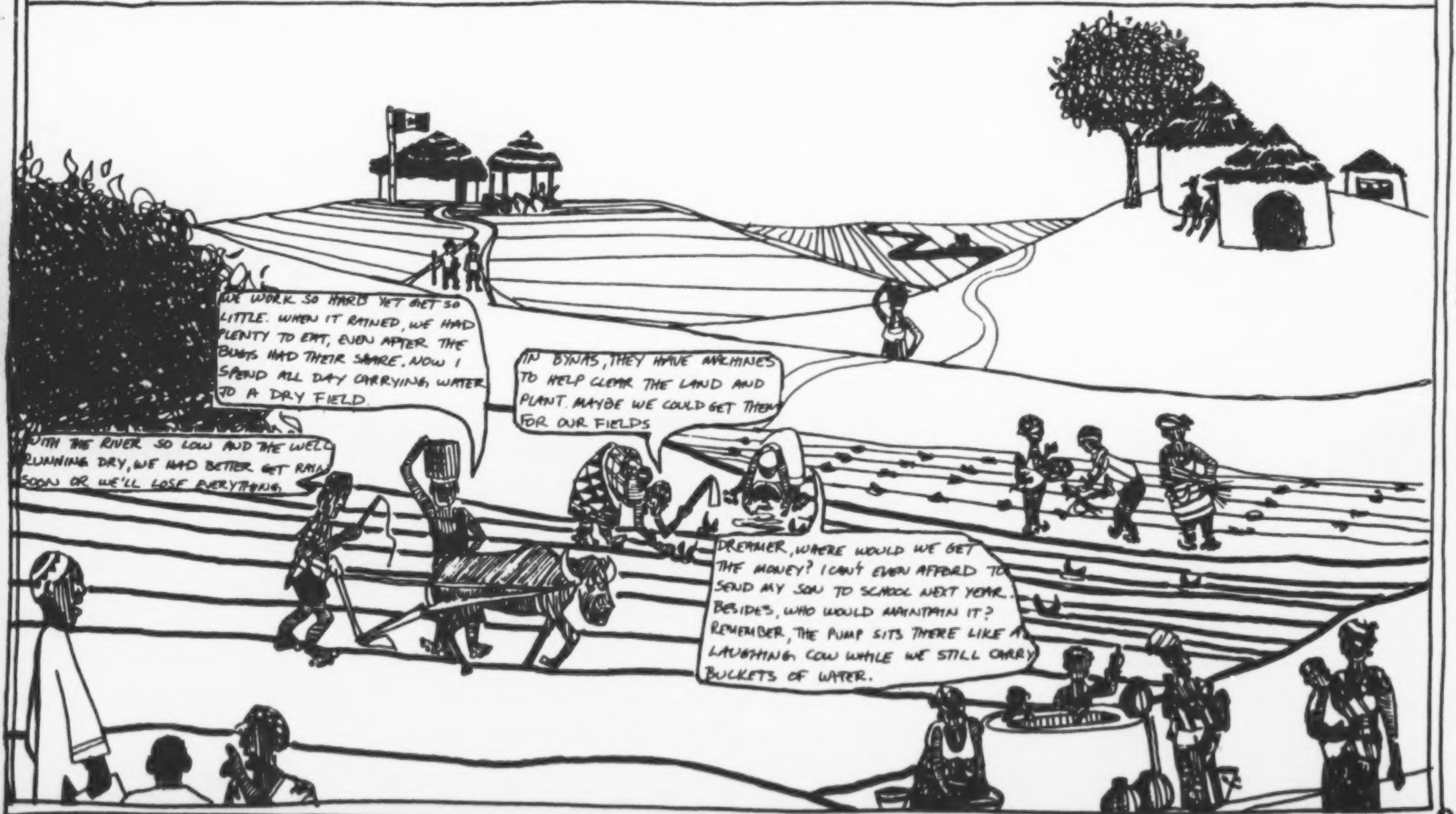

BENTU! CHASE THE GOATS AWAY! BETWEEN YOU CHILDREN AND THE GOATS, IT'S A MIRACLE ANYTHING GETS DONE!
I NEED MORE FIREWOOD TO FINISH COOKING LUNCH. IT SEEMS WE ARE ALWAYS RUNNING OUT OF WOOD.

HERE IS MY SISTER'S COMPOUND. LIKE EVERYONE ELSE, THERE ARE 3-5 FAMILIES' HUTS GROUPED TOGETHER AROUND A COMMON SPACE. THIS IS WHERE THE WOMEN COOK AND DO THEIR WORK...

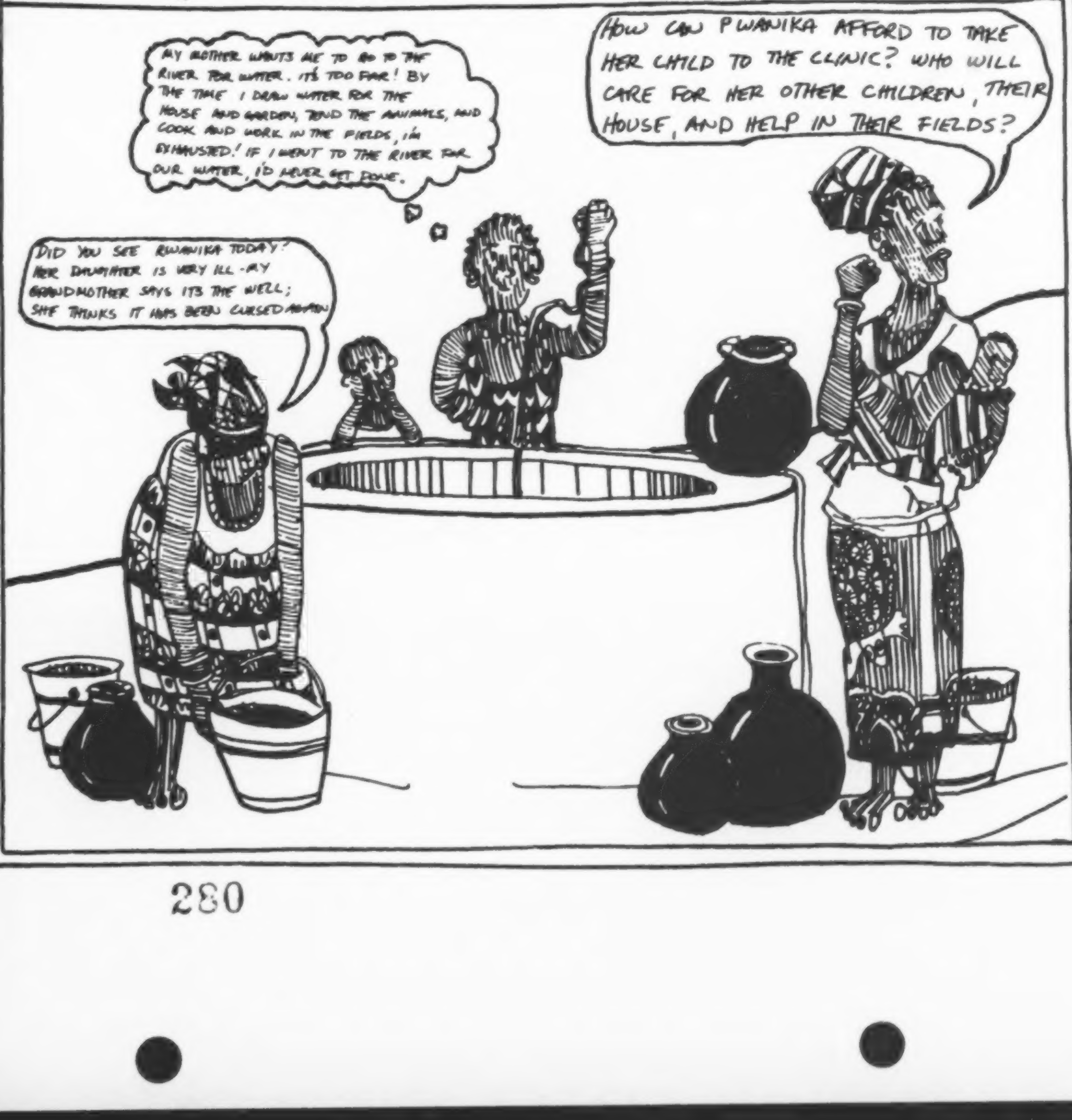

WHILE THE YOUNG WOMEN ARE BUSY WORKING IN THE FIELDS AND COOKING, THE OLDER WOMEN ARE OFTEN LEFT TO CARE FOR THE CHILDREN...
MAMADOU, WHAT WILL LIFE BE LIKE FOR YOU? OUR VILLAGE IS CHANGING; THE MEN LEAVE, THE YOUNG WOMEN REMAIN BEHIND TO TAKE OF THE HOUSE, THE FIELDS AND THE STORES. HOW CAN WE CONTINUE? I PRAY YOU WON'T GO AWAY, TOO...


MORE AND MORE MEN LEAVE THE VILLAGE TO LOOK FOR WORK OR TO GO TO SECONDARY SCHOOL...
I DON'T KNOW WHAT TO DO. I MAY NOT BE ABLE TO GO TO SCHOOL NEXT YEAR BECAUSE WE DON'T HAVE ENOUGH MONEY. BUT WHEN I TALK ABOUT LEAVING TO FIND A JOB, MY MOTHER GETS UPSET.
MY BROTHER WROTE THAT HE WANTS ME TO JOIN HIM IN SERVILLE TO WORK. I WANT TO BUT MY MOTHER NEEDS ME HERE TO HELP.
SETH SAYS IT'S NOT EASY TO FIND WORK IN THE CITY, SO WHY BOTHER GOING?

MOST FAMILIES HAVE THEIR GARDENS NEAR THEIR HOMES, BUT THE FIELDS ARE ACROSS THE ROAD, JUST OUTSIDE THE VILLAGE. THE WOMEN SPEND MUCH OF THEIR TIME WATERING AND WEEDING THE FIELDS THAT THE MEN CLEARED AND PLANTED. MANY WOMEN HAVE TO WORK BOTH THE "CASH CROP" AS WELL AS THEIR OWN VEGETABLE GARDENS AND GRAIN FIELDS. WATERING IS DONE BY BRINGING UP BUCKETS OF WATER FROM THE RIVER OR WELL. A PUMP WAS PLACED HERE 2 YEARS AGO BUT HASN'T WORKED SINCE THE MECHANIC LEFT...


WE WORK SO HARD YET GET SO LITTLE. WHEN IT RAINED, WE HAD PLENTY TO EAT, EVEN AFTER THE BUGS HAD THEIR SHARE. NOW I SPEND ALL DAY CARRYING WATER TO A DRY FIELD.
IN BYNAS, THEY HAVE MACHINES TO HELP CLEAR THE LAND AND PLANT. MAYBE WE COULD GET THEM FOR OUR FIELDS
WITH THE RIVER SO LOW AND THE WELL RUNNING DRY, WE HAD BETTER GET RAIN SOON OR WE'LL LOSE EVERYTHING.
DREAMER, WHERE WOULD WE GET THE MONEY? I CAN'T EVEN AFFORD TO SEND MY SON TO SCHOOL NEXT YEAR. BESIDES, WHO WOULD MAINTAIN IT? REMEMBER, THE PUMP SITS THERE LIKE A LAUGHING COW WHILE WE STILL CARRY BUCKETS OF WATER.

DURING THE EARLY MORNING AND LATE AFTERNOON, WOMEN GATHER AT A CENTRAL WELL TO DRAW WATER AND SHARE THE LATEST NEWS...


MY MOTHER WANTS ME TO GO TO THE RIVER FOR WATER. IT'S TOO FAR! BY THE TIME I DRAW WATER FOR THE HOUSE AND GARDEN, TEND THE ANIMALS, AND COOK AND WORK IN THE FIELDS, I'M EXHAUSTED! IF I WENT TO THE RIVER FOR OUR WATER, I'D NEVER GET DONE.
HOW CAN PWANIKA AFFORD TO TAKE HER CHILD TO THE CLINIC? WHO WILL CARE FOR HER OTHER CHILDREN, THEIR HOUSE, AND HELP IN THEIR FIELDS?
DID YOU SEE RWANIKA TODAY? HER DAUGHTER IS VERY ILL - MY GRANDMOTHER SAYS ITS THE WELL; SHE THINKS IT HAS BEEN CURSED AGAIN

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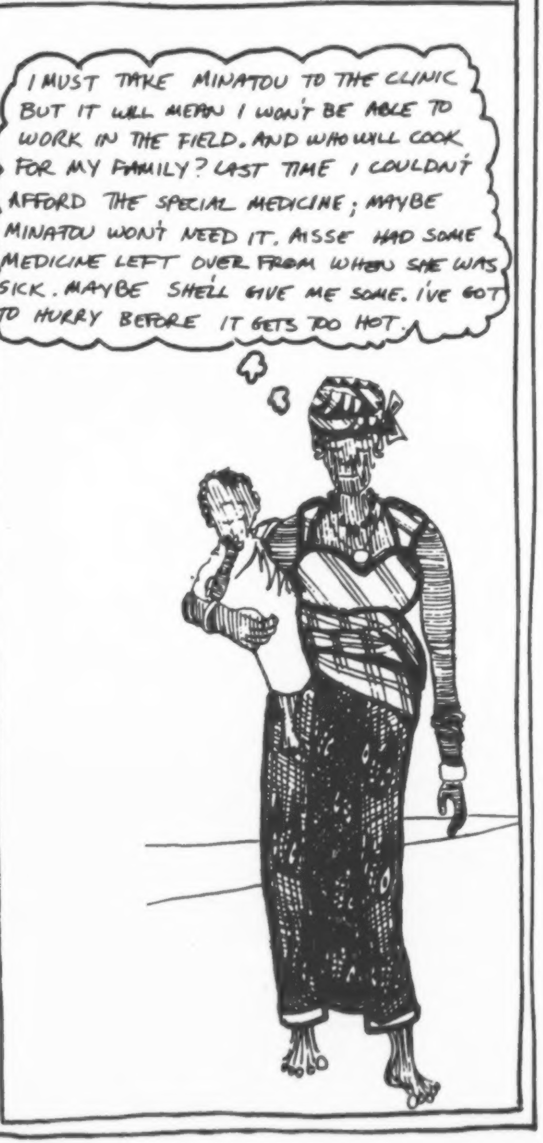
WOMEN HAVE TO WALK TO THE NEXT VILLAGE TO VISIT THE HEALTH CLINIC. IT CAN TAKE ALL DAY OR LONGER...


I MUST TAKE MINATOU TO THE CLINIC BUT IT WILL MEAN I WON'T BE ABLE TO WORK IN THE FIELD. AND WHO WILL COOK FOR MY FAMILY? LAST TIME I COULDN'T AFFORD THE SPECIAL MEDICINE; MAYBE MINATOU WON'T NEED IT. AISSE HAD SOME MEDICINE LEFT OVER FROM WHEN SHE WAS SICK. MAYBE SHE'LL GIVE ME SOME. I'VE GOT TO HURRY BEFORE IT GETS TOO HOT.

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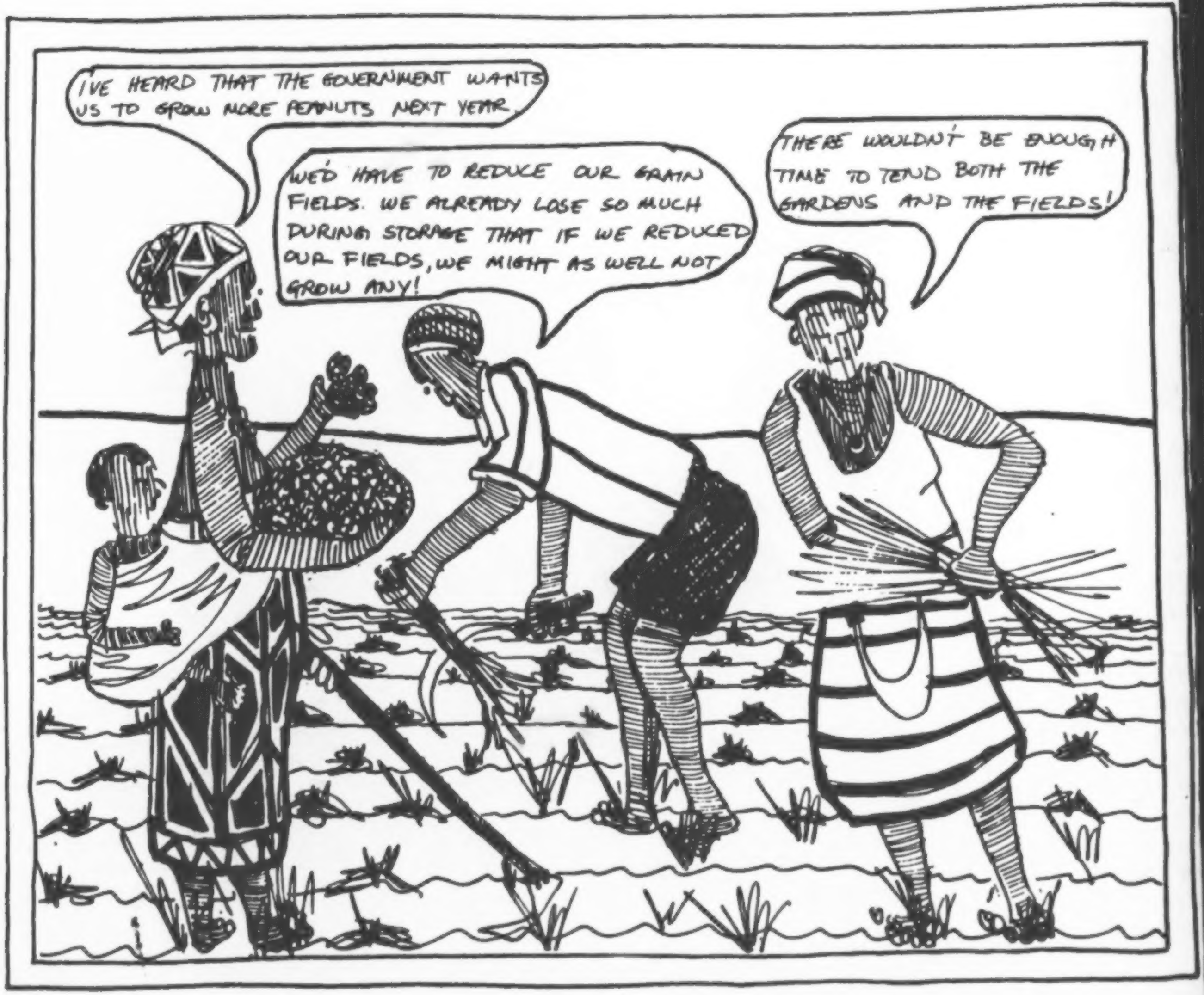
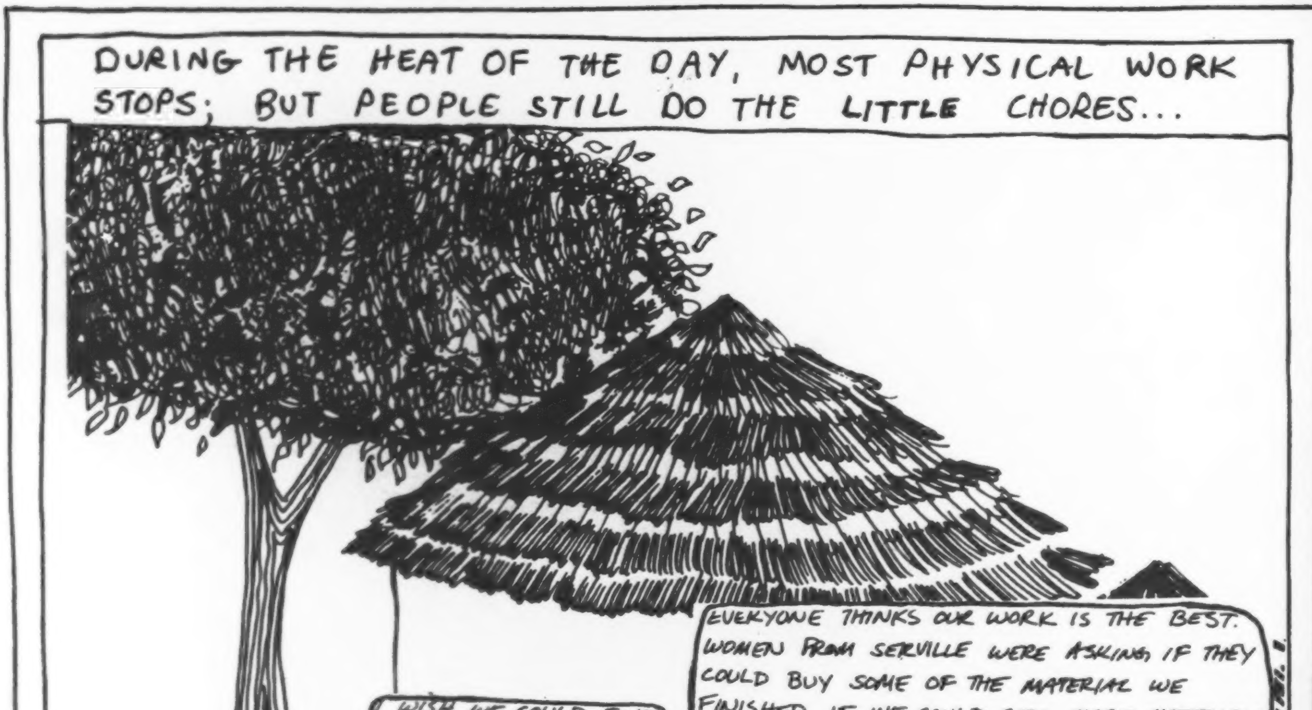
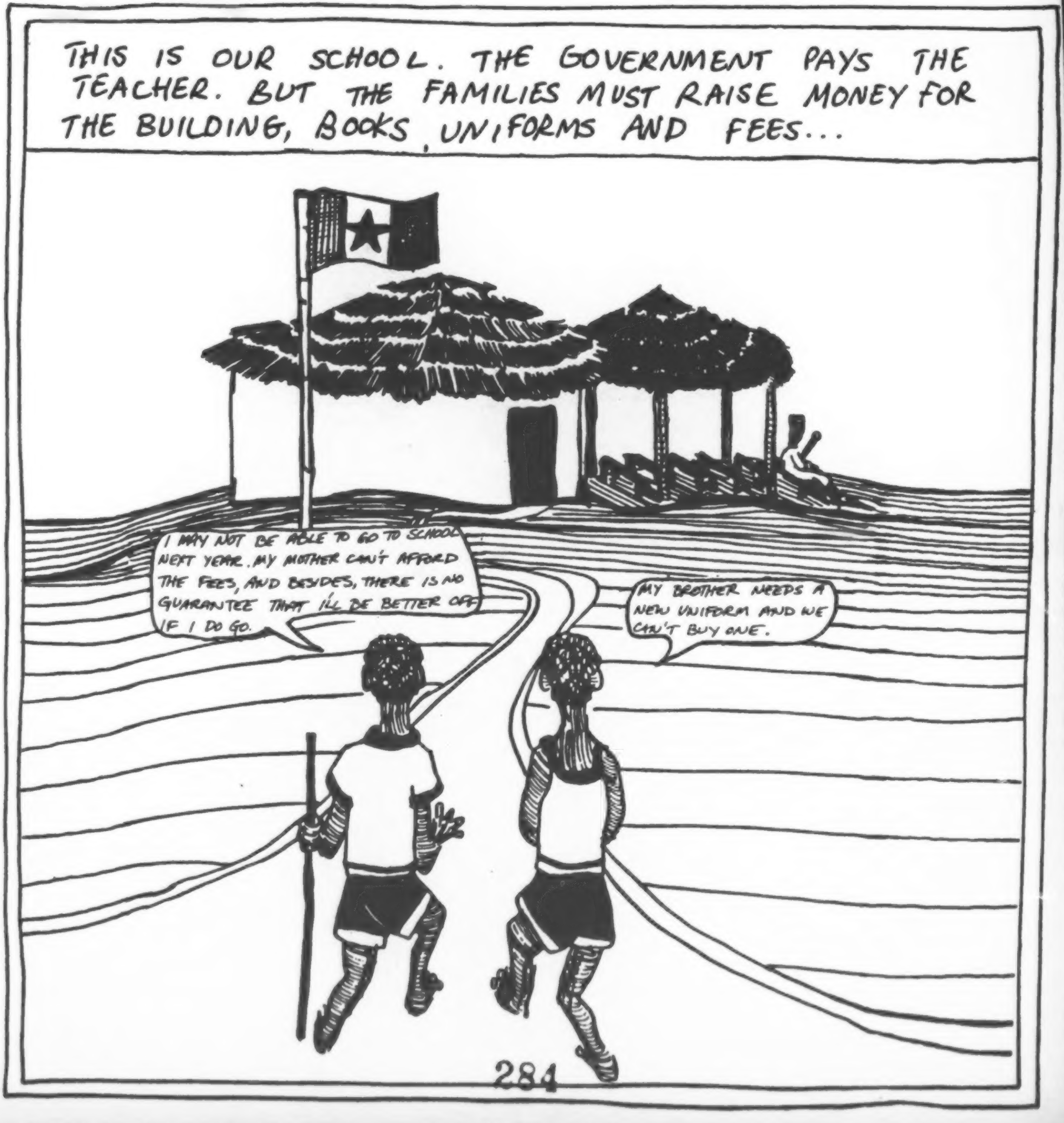
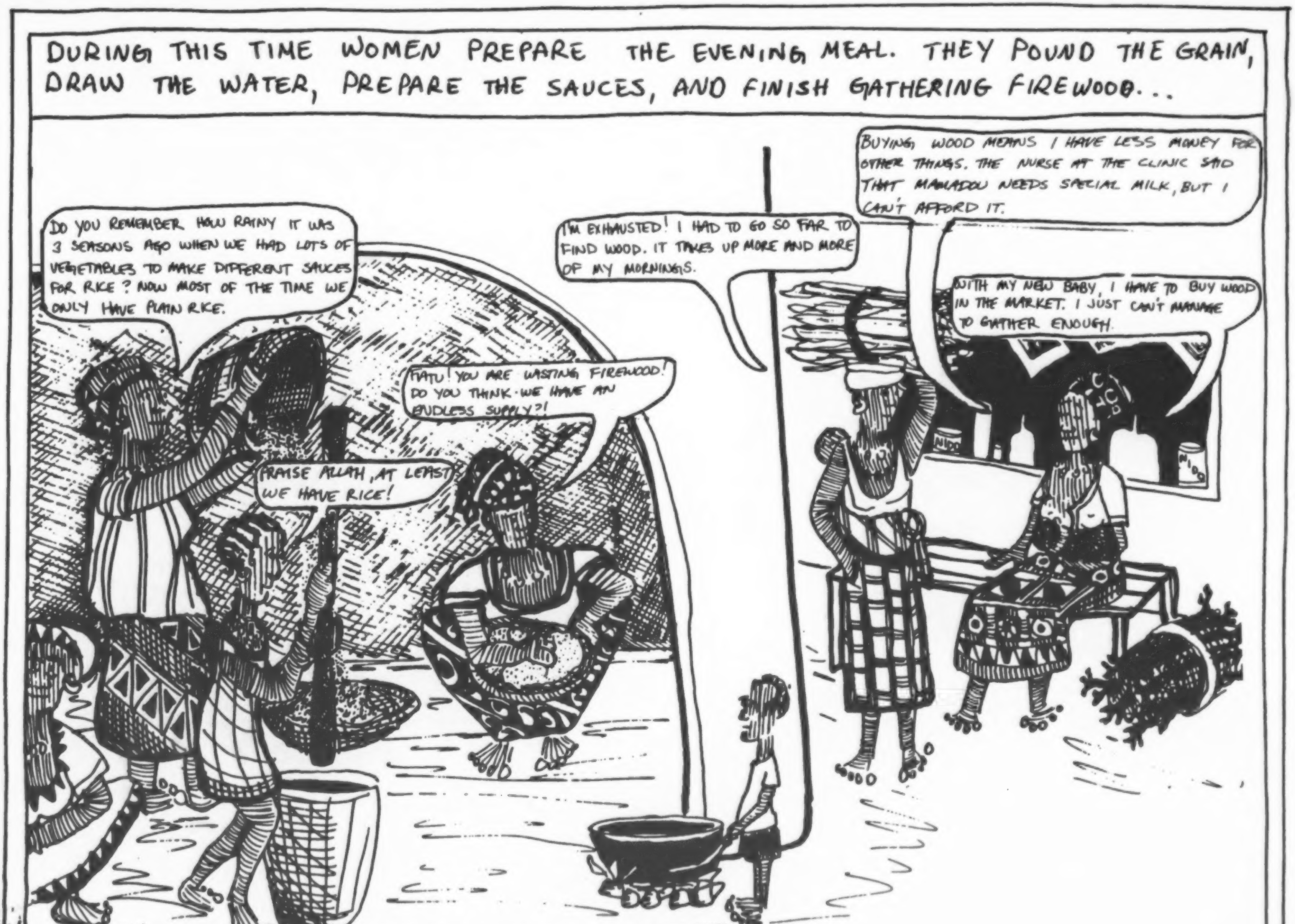

I'VE HEARD THAT THE GOVERNMENT WANTS US TO GROW MORE PEANUTS NEXT YEAR.
WE'D HAVE TO REDUCE OUR GRAIN FIELDS. WE ALREADY LOSE SO MUCH DURING STORAGE THAT IF WE REDUCED OUR FIELDS, WE MIGHT AS WELL NOT GROW ANY!
THERE WOULDN'T BE ENOUGH TIME TO TEND BOTH THE GARDENS AND THE FIELDS!


DURING THE HEAT OF THE DAY, MOST PHYSICAL WORK STOPS; BUT PEOPLE STILL DO THE LITTLE CHORES...
I WISH WE COULD FIND SOMETHING STRONGER.
THESE TOOLS ARE ALWAYS BREAKING.
EVERYONE THINKS OUR WORK IS THE BEST. WOMEN FROM SERVILLE WERE ASKING IF THEY COULD BUY SOME OF THE MATERIAL WE FINISHED. IF WE COULD SELL MORE MATERIALS, WE COULD BUY NEW SEEDS FOR THE GARDEN, SOME NEW CLOTHES AND THAT SPECIAL MILK FOR THE CHILDREN.
FATI WANTS ME TO EMBROIDER HER DAUGHTER'S CEREMONIAL DRESS.

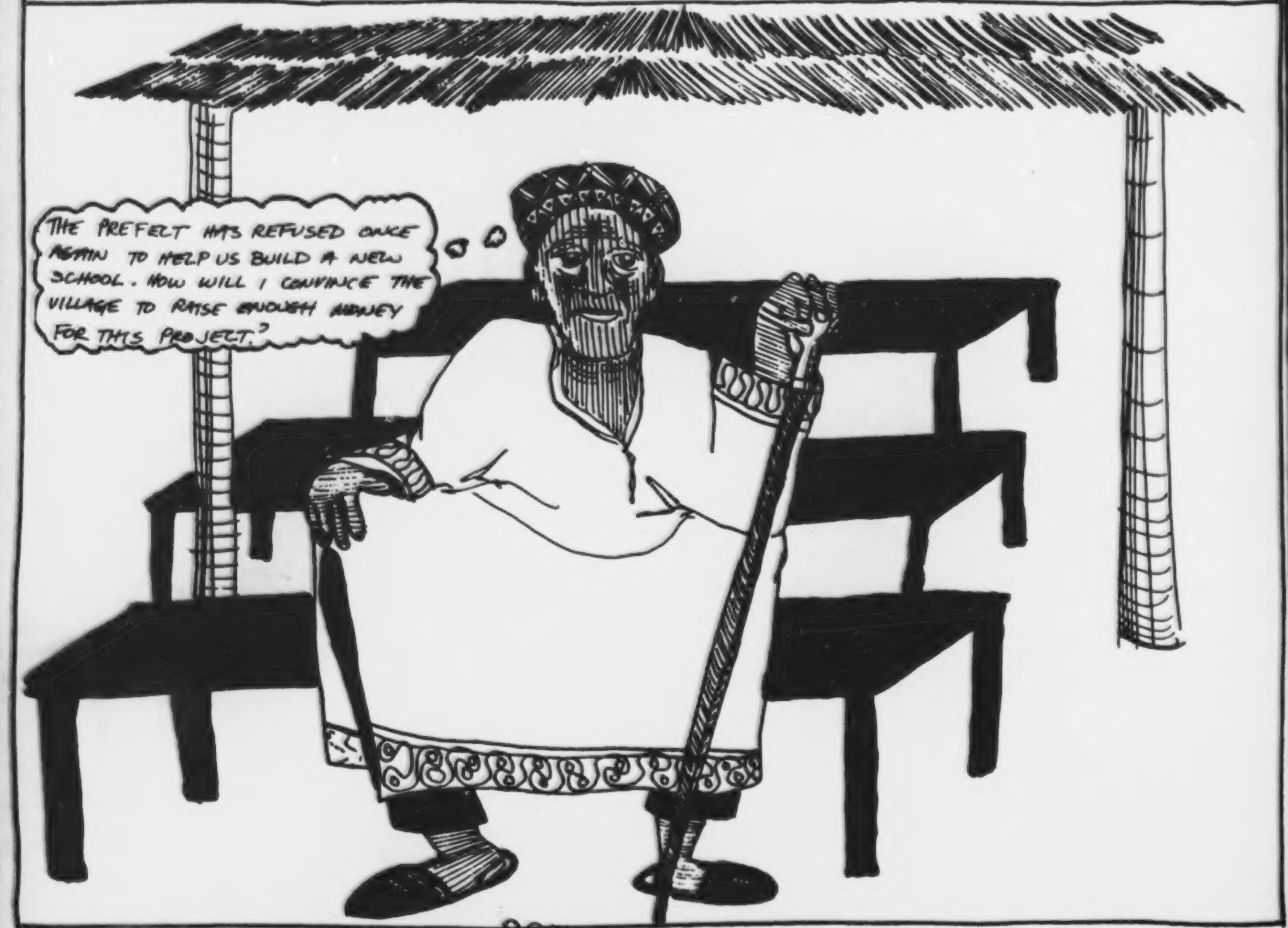

THIS IS OUR SCHOOL. THE GOVERNMENT PAYS THE TEACHER. BUT THE FAMILIES MUST RAISE MONEY FOR THE BUILDING, BOOKS, UNIFORMS AND FEES...
I MAY NOT BE ABLE TO GO TO SCHOOL NEXT YEAR. MY MOTHER CAN'T AFFORD THE FEES, AND BESYDES, THERE IS NO GUARANTEE THAT I'LL BE BETTER OFF IF I DO GO.
MY BROTHER NEEDS A NEW UNIFORM AND WE CAN'T BUY ONE.

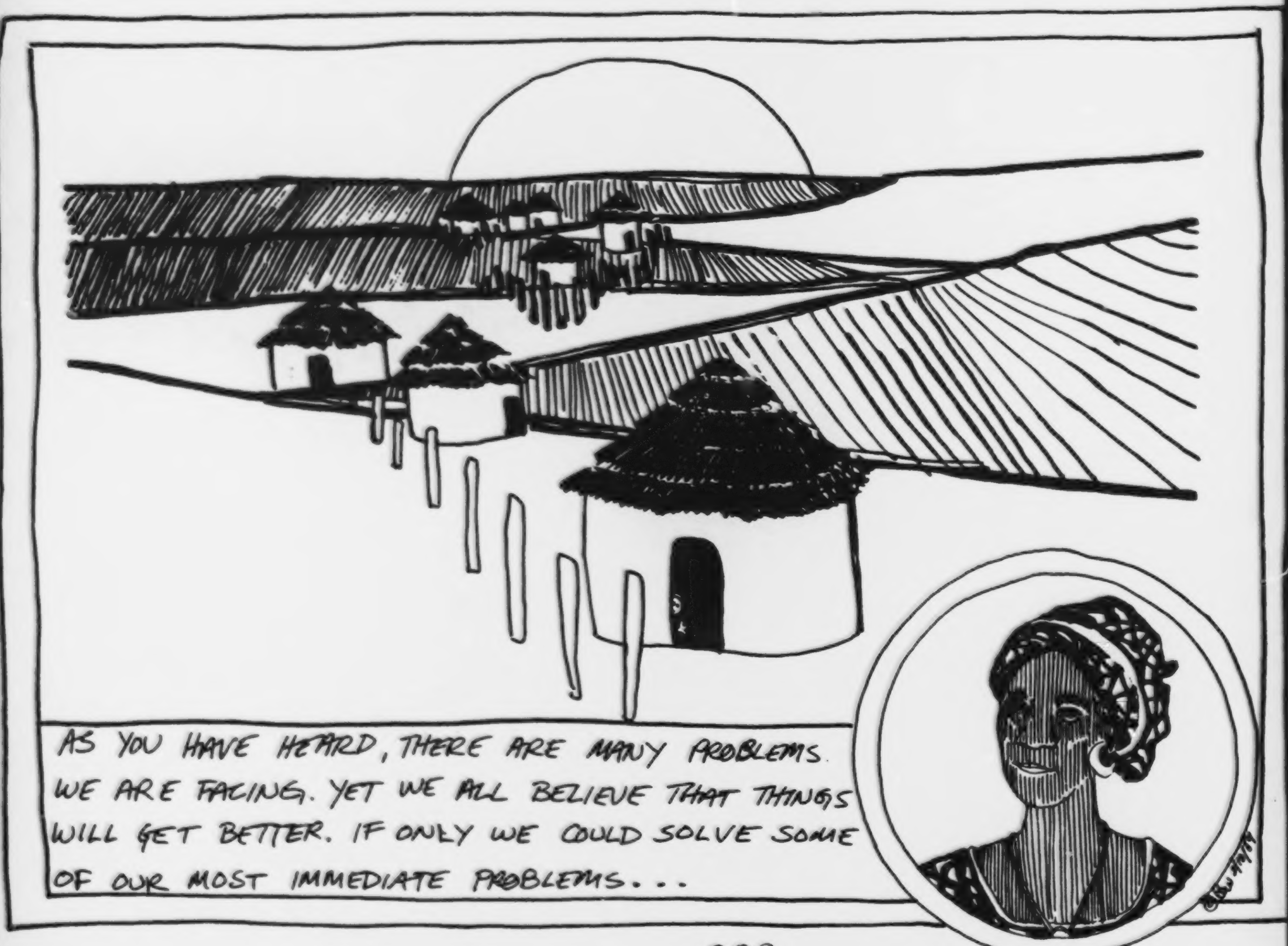


DURING THIS TIME WOMEN PREPARE THE EVENING MEAL. THEY POUND THE GRAIN, DRAW THE WATER, PREPARE THE SAUCES, AND FINISH GATHERING FIREWOOD...

DO YOU REMEMBER HOW RAINY IT WAS 3 SEASONS AGO WHEN WE HAD LOTS OF VEGETABLES TO MAKE DIFFERENT SAUCES FOR RICE? NOW MOST OF THE TIME WE ONLY HAVE PLAIN RICE.
PRAISE ALLAH, AT LEAST WE HAVE RICE!
FATU! YOU ARE WASTING FIREWOOD! DO YOU THINK WE HAVE AN ENDLESS SUPPLY?!
I'M EXHAUSTED! I HAD TO GO SO FAR TO FIND WOOD. IT TAKES UP MORE AND MORE OF MY MORNINGS.
BUYING WOOD MEANS I HAVE LESS MONEY FOR OTHER THINGS. THE NURSE AT THE CLINIC SAID THAT MAMADOU NEEDS SPECIAL MILK, BUT I CAN'T AFFORD IT.
WITH MY NEW BABY, I HAVE TO BUY WOOD IN THE MARKET. I JUST CAN'T MANAGE TO GATHER ENOUGH.
NIDO
NIDO

NOW THAT YOU'VE SEEN THE VILLAGE, YOU SHOULD MEET MY UNCLE, CHEF DU VILLAGE HE IS ALWAYS TRYING TO GET WHAT HE THINKS BEST FOR OUR VILLAGE. HE STRONGLY BELIEVES THAT EDUCATION IS ONE OF THE MOST IMPORTANT SERVICES WE NEED AND WANTS TO BUILD A NEW SCHOOL BUILDING TO REPLACE THE OLD ONE...

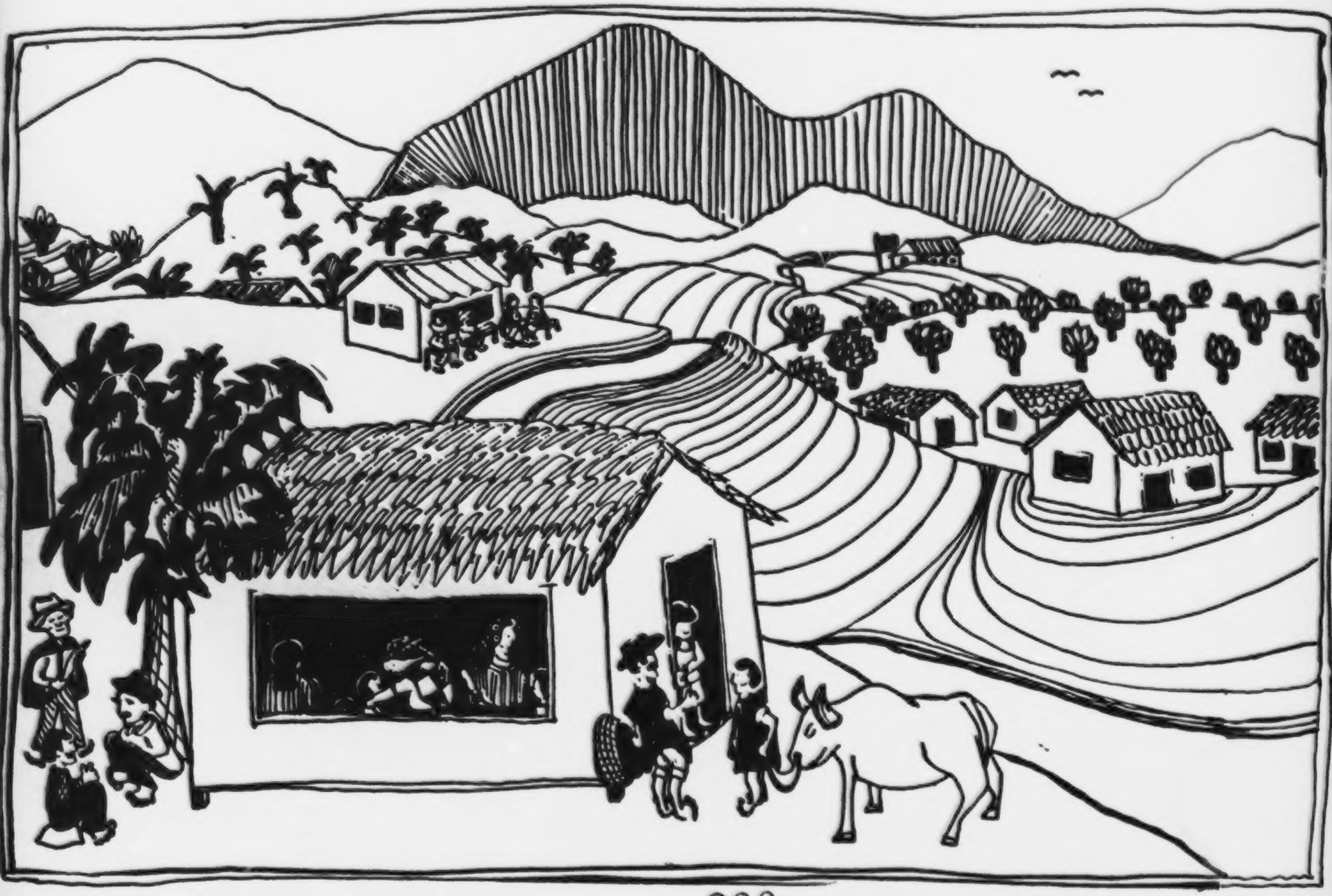

THE PREFECT HAS REFUSED ONCE AGAIN TO HELP US BUILD A NEW SCHOOL. HOW WILL I CONVINCE THE VILLAGE TO RAISE ENOUGH MONEY FOR THIS PROJECT?


AS YOU HAVE HEARD, THERE ARE MANY PROBLEMS WE ARE FACING. YET WE ALL BELIEVE THAT THINGS WILL GET BETTER. IF ONLY WE COULD SOLVE SOME OF OUR MOST IMMEDIATE PROBLEMS...

CORALIO
A VILLAGE IN LATIN AMERICA

CORALIO

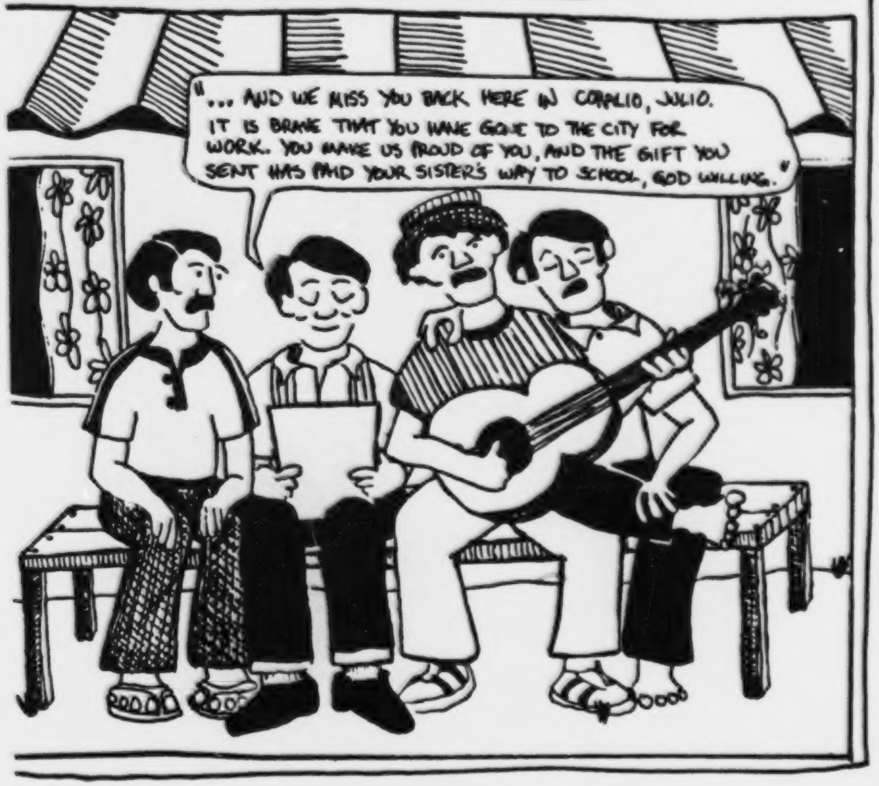
A VILLAGE IN LATIN AMERICA

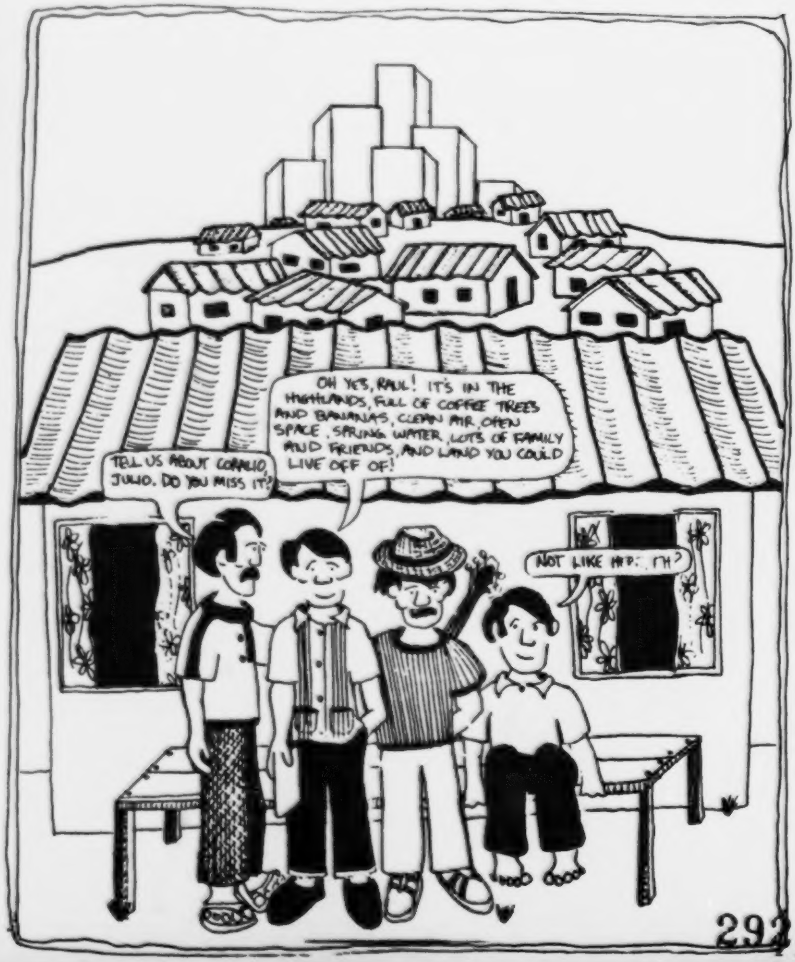


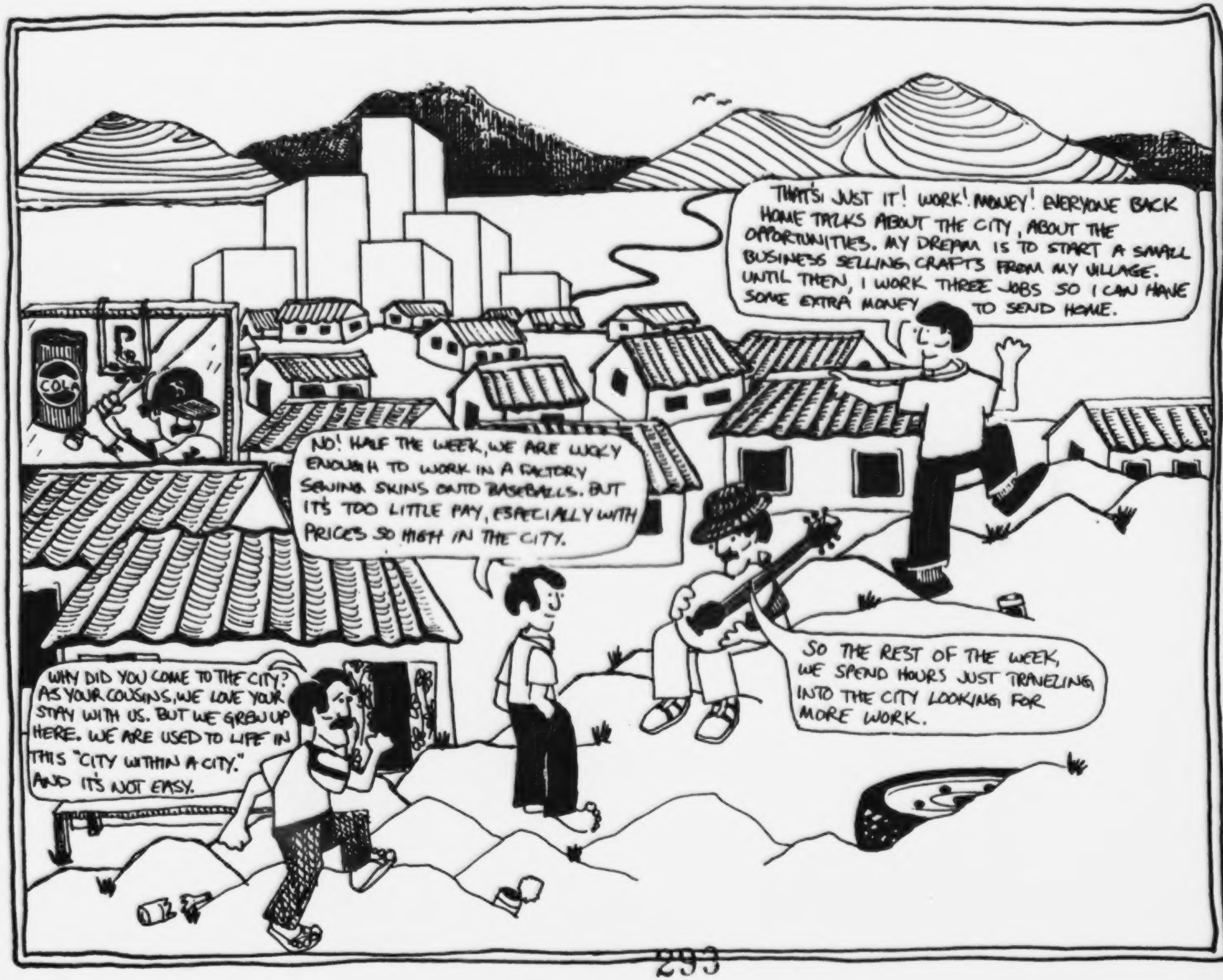
DESIGNED, WRITTEN AND ILLUSTRATED
BY KIM WINNARD © March 1985

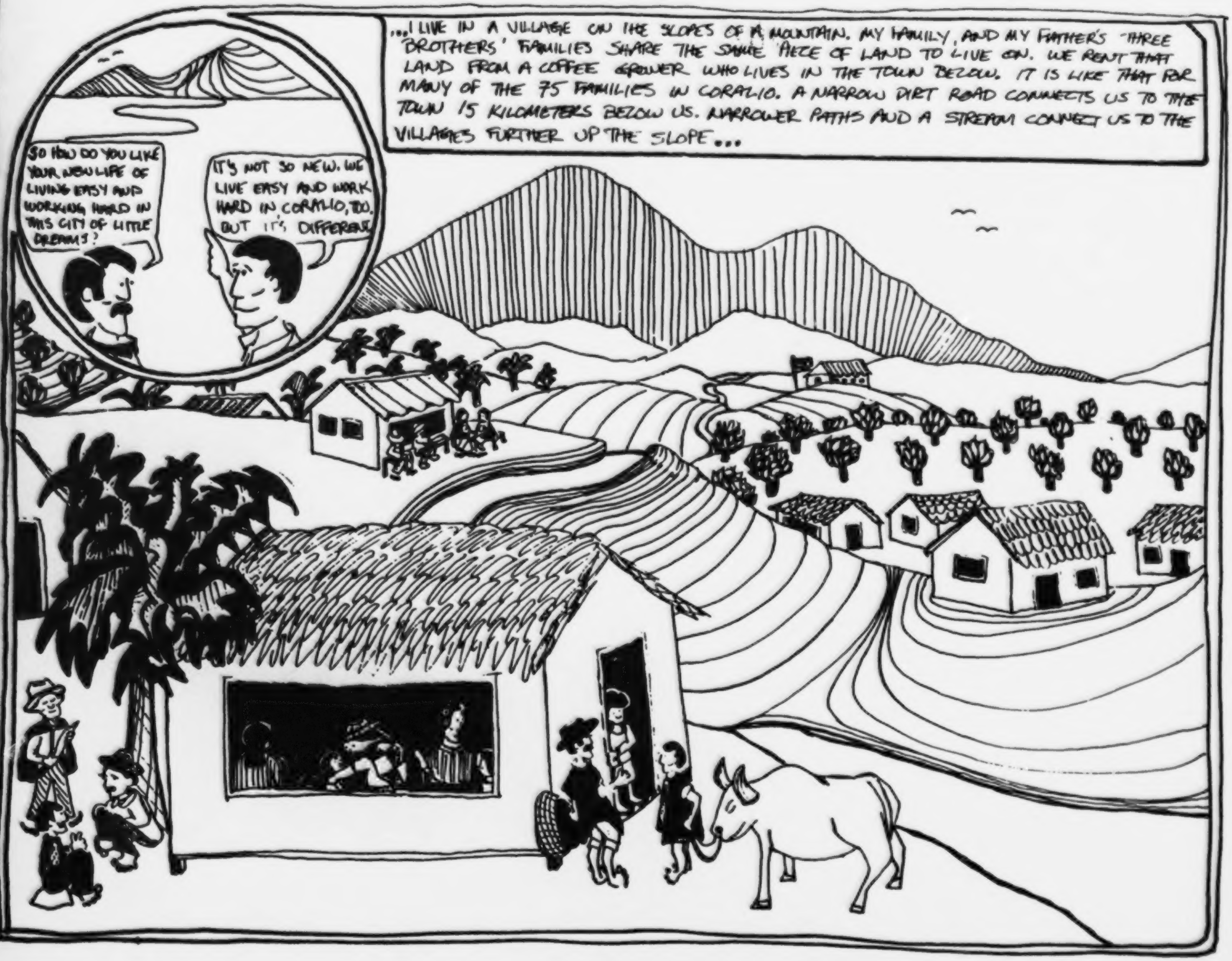
FOR PEACE CORPS TRAINING AND
DEVELOPMENT EDUCATION

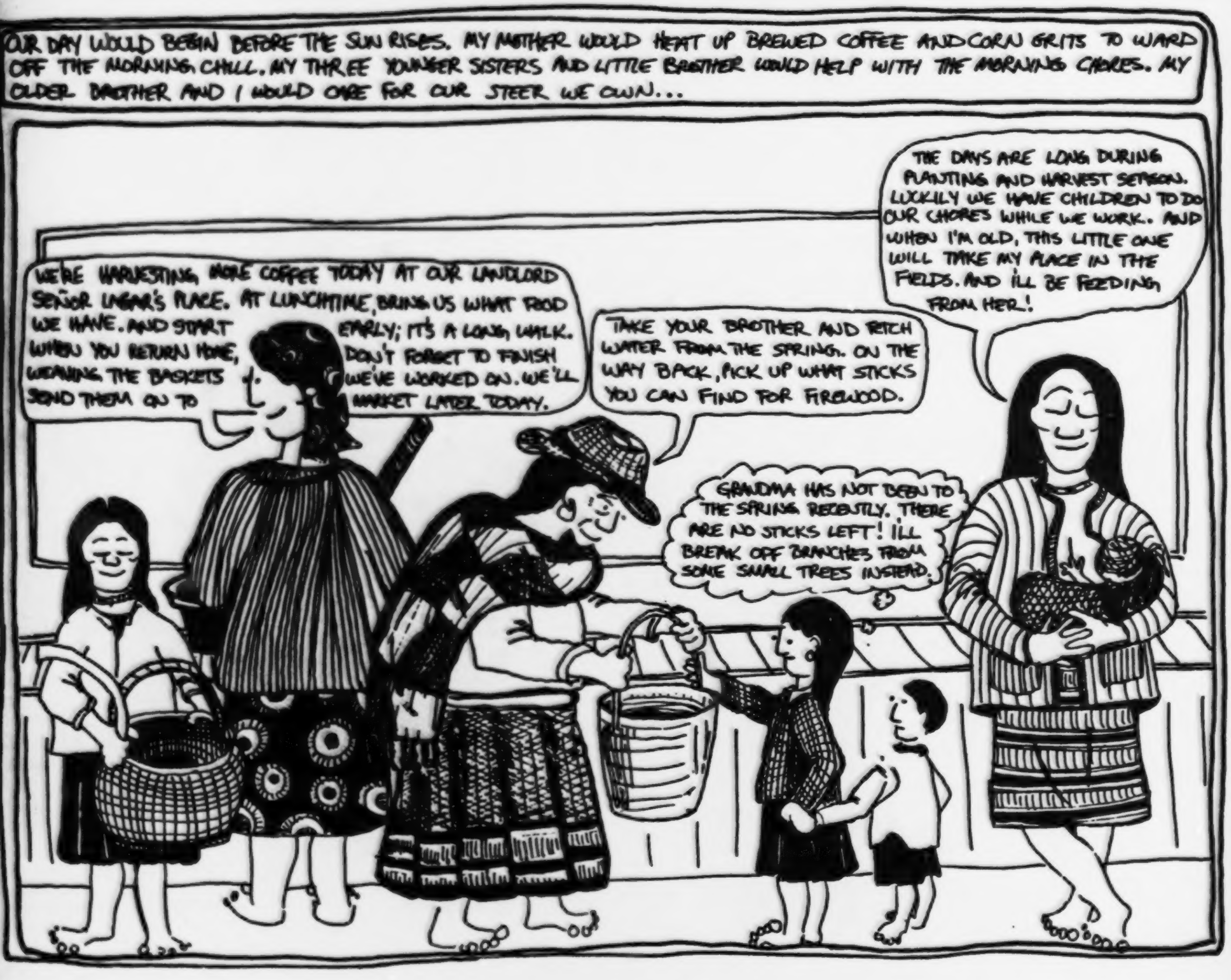
SUEÑITO IS A LARGE CITY OF 300,000 PEOPLE. IT IS A DAY'S BUS RIDE WEST OF A MOUNTAIN RANGE THAT HIDES CORALIO, A SMALL RURAL VILLAGE, ON ITS EASTERN SLOPE. MANY PEOPLE MIGRATE FROM THE COUNTRYSIDE TO THE CITY TO FIND WORK, EARN MONEY, AND LIVE THEIR DREAMS. JULIO, 16, IS ONE SUCH PERSON...

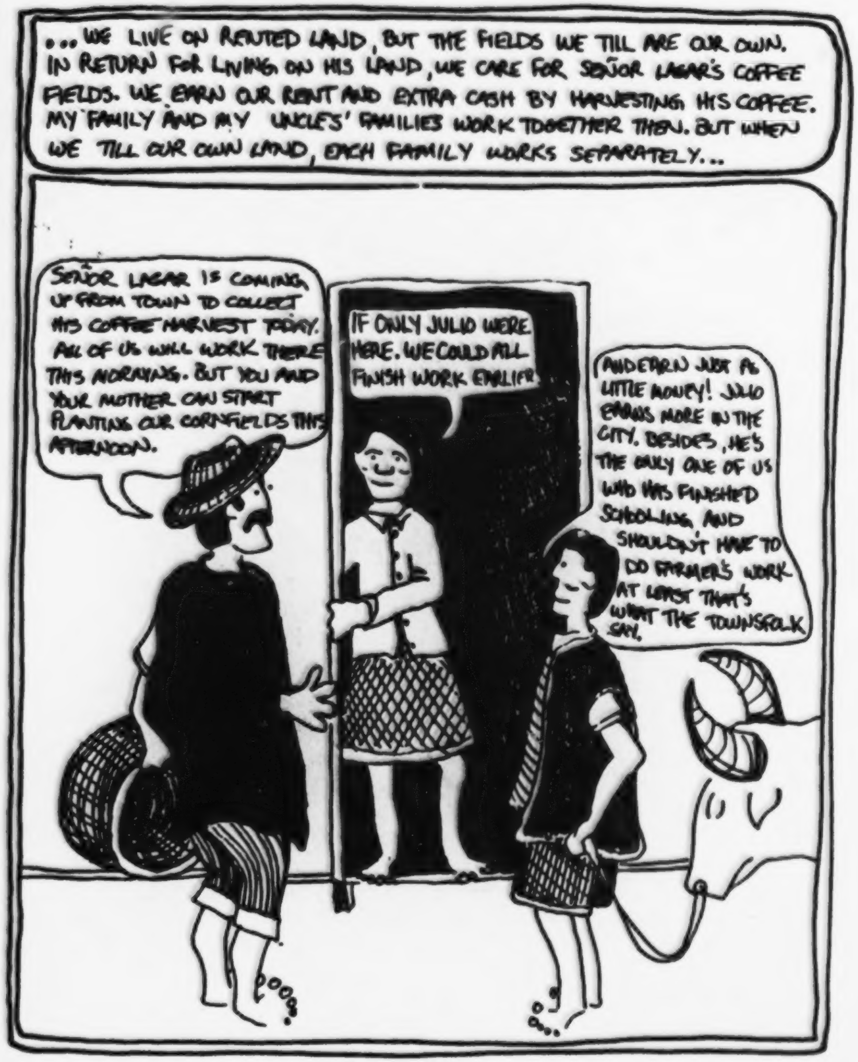

"... AND WE MISS YOU BACK HERE IN CORALIO, JULIO. IT IS BRAVE THAT YOU HAVE GONE TO THE CITY FOR WORK. YOU MAKE US PROUD OF YOU, AND THE GIFT YOU SENT HAS PAID YOUR SISTER'S WAY TO SCHOOL, GOD WILLING."

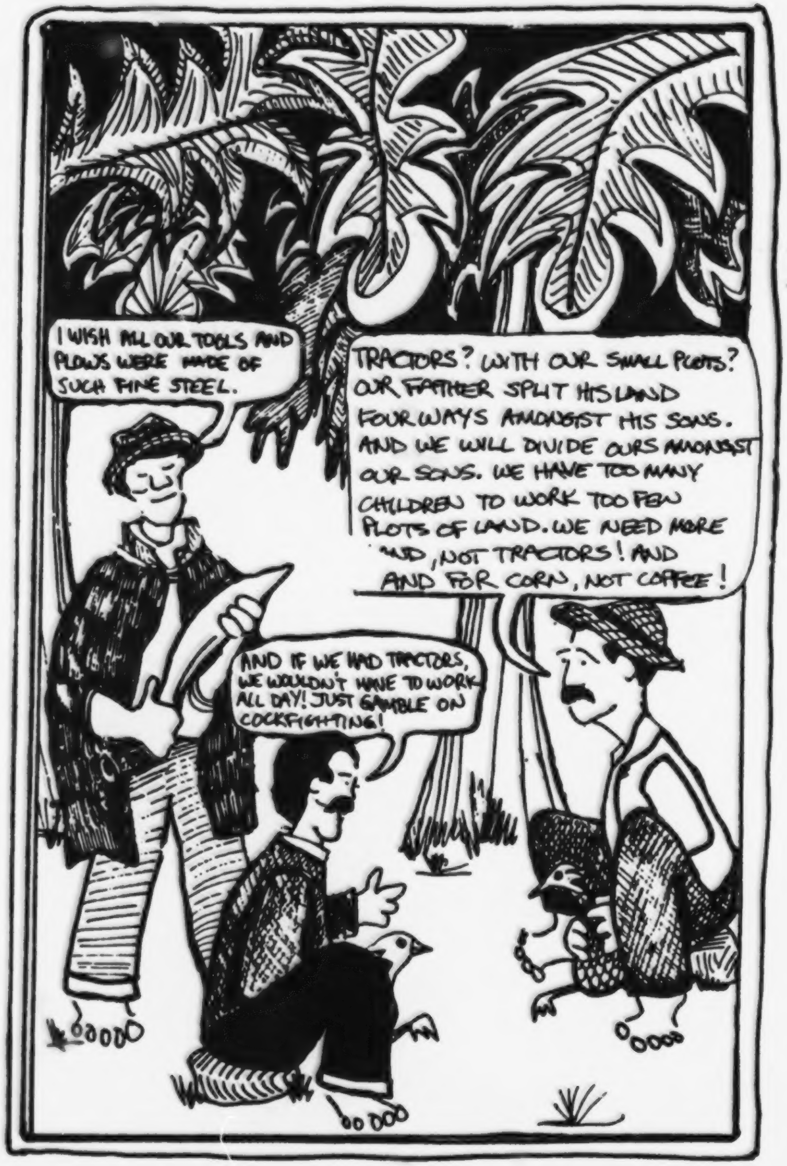

TELL US ABOUT CORALIO, JULIO. DO YOU MISS IT?
OH YES, RAUL! IT'S IN THE HIGHLANDS, FULL OF COFFEE TREES AND BANANAS, CLEAN AIR, OPEN SPACE, SPRING WATER, LOTS OF FAMILY AND FRIENDS, AND LAND YOU COULD LIVE OFF OF!
NOT LIKE HERE, EH?

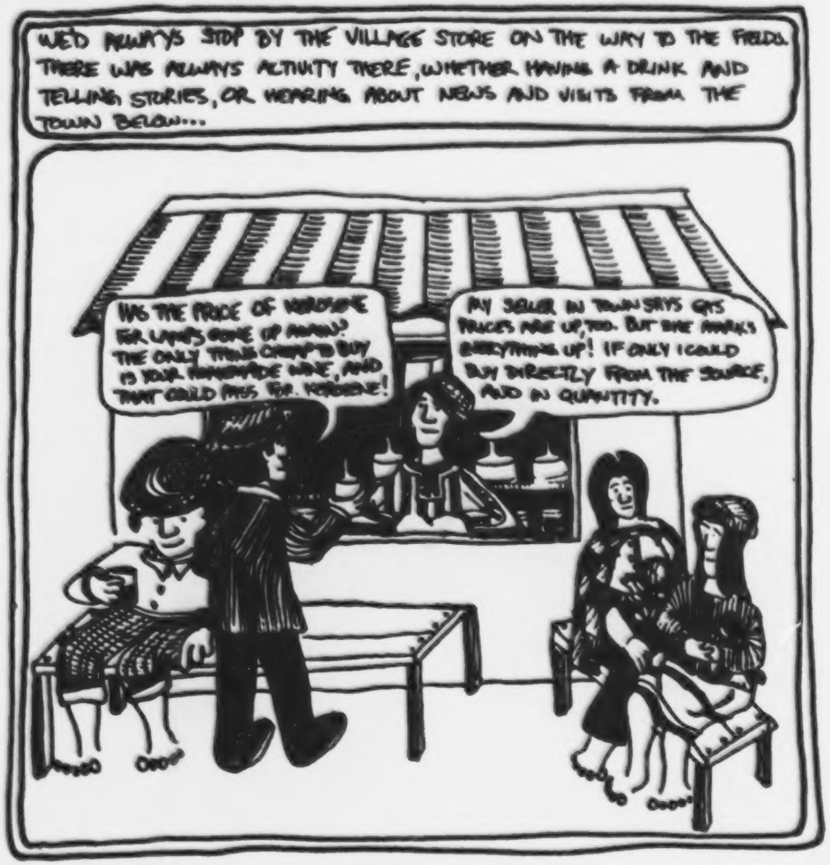

COLA
WHY DID YOU COME TO THE CITY? AS YOUR COUSINS, WE LOVE YOUR STAY WITH US. BUT WE GREW UP HERE. WE ARE USED TO LIFE IN THIS "CITY WITHIN A CITY." AND IT'S NOT EASY.
NO! HALF THE WEEK, WE ARE LUCKY ENOUGH TO WORK IN A FACTORY SEWING SKINS ONTO BASEBALLS. BUT IT'S TOO LITTLE PAY, ESPECIALLY WITH PRICES SO HIGH IN THE CITY.
SO THE REST OF THE WEEK, WE SPEND HOURS JUST TRAVELING INTO THE CITY LOOKING FOR MORE WORK.
THAT'S JUST IT! WORK! MONEY! EVERYONE BACK HOME TALKS ABOUT THE CITY, ABOUT THE OPPORTUNITIES. MY DREAM IS TO START A SMALL BUSINESS SELLING CRAFTS FROM MY VILLAGE. UNTIL THEN, I WORK THREE JOBS SO I CAN HAVE SOME EXTRA MONEY TO SEND HOME.


...I LIVE IN A VILLAGE ON THE SLOPES OF A MOUNTAIN. MY FAMILY, AND MY FATHER'S THREE 'BROTHERS' FAMILIES SHARE THE SAME PIECE OF LAND TO LIVE ON. WE RENT THAT LAND FROM A COFFEE GROWER WHO LIVES IN THE TOWN BELOW. IT IS LIKE THAT FOR MANY OF THE 75 FAMILIES IN CORALIO. A NARROW DIRT ROAD CONNECTS US TO THE TOWN 15 KILOMETERS BELOW US. NARROWER PATHS AND A STREAM CONNECT US TO THE VILLAGES FURTHER UP THE SLOPE...
SO HOW DO YOU LIKE YOUR NEW LIFE OF LIVING EASY AND WORKING HARD IN THIS CITY OF LITTLE DREAMS?
IT'S NOT SO NEW. WE LIVE EASY AND WORK HARD IN CORALIO, TOO. BUT IT'S DIFFERENT


OUR DAY WOULD BEGIN BEFORE THE SUN RISES. MY MOTHER WOULD HEAT UP BREWED COFFEE AND CORN GRITS TO WARD OFF THE MORNING CHILL. MY THREE YOUNGER SISTERS AND LITTLE BROTHER WOULD HELP WITH THE MORNING CHORES. MY OLDER BROTHER AND I WOULD CARE FOR OUR STEER WE OWN...
WE'RE HARVESTING MORE COFFEE TODAY AT OUR LANDLORD SEÑOR UGAR'S PLACE. AT LUNCHTIME, BRING US WHAT FOOD WE HAVE. AND START EARLY; IT'S A LONG WALK. WHEN YOU RETURN HOME, DON'T FORGET TO FINISH WEAVING THE BASKETS WE'VE WORKED ON. WE'LL SEND THEM ON TO MARKET LATER TODAY.
TAKE YOUR BROTHER AND FETCH WATER FROM THE SPRING. ON THE WAY BACK, PICK UP WHAT STICKS YOU CAN FIND FOR FIREWOOD.
THE DAYS ARE LONG DURING PLANTING AND HARVEST SEASON. LUCKILY WE HAVE CHILDREN TO DO OUR CHORES WHILE WE WORK.. AND WHEN I'M OLD, THIS LITTLE ONE WILL TAKE MY PLACE IN THE FIELDS. AND I'LL BE FEEDING FROM HER!
GRANDMA HAS NOT BEEN TO THE SPRING RECENTLY. THERE ARE NO STICKS LEFT! I'LL BREAK OFF BRANCHES FROM SOME SMALL TREES INSTEAD.


...WE LIVE ON RENTED LAND, BUT THE FIELDS WE TILL ARE OUR OWN. IN RETURN FOR LIVING ON HIS LAND, WE CARE FOR SEÑOR LAGAR'S COFFEE FIELDS. WE EARN OUR RENT AND EXTRA CASH BY HARVESTING HIS COFFEE. MY FAMILY AND MY UNCLES' FAMILIES WORK TOGETHER THEN. BUT WHEN WE TILL OUR OWN LAND, EACH FAMILY WORKS SEPARATELY...
SEÑOR LAGAR IS COMING UP FROM TOWN TO COLLECT HIS COFFEE HARVEST TODAY. ALL OF US WILL WORK THERE THIS MORNING. BUT YOU AND YOUR MOTHER CAN START PLANTING OUR CORNFIELDS THIS AFTERNOON.
IF ONLY JULIO WERE HERE. WE COULD ALL FINISH WORK EARLIER
AND EARN JUST AS LITTLE MONEY! JULIO EARNS MORE IN THE CITY. BESIDES, HE'S THE ONLY ONE OF US WHO HAS FINISHED SCHOOLING AND SHOULDN'T HAVE TO DO FARMER'S WORK AT LEAST THAT'S WHAT THE TOWNSFOLK SAY.


I WISH ALL OUR TOOLS AND PLOWS WERE MADE OF SUCH FINE STEEL.
TRACTORS? WITH OUR SMALL PLOTS? OUR FATHER SPLIT HIS LAND FOUR WAYS AMONGST HIS SONS. AND WE WILL DIVIDE OURS AMONGST OUR SONS. WE HAVE TOO MANY CHILDREN TO WORK TOO FEW PLOTS OF LAND. WE NEED MORE LAND, NOT TRACTORS! AND AND FOR CORN, NOT COFFEE!
AND IF WE HAD TRACTORS, WE WOULDN'T HAVE TO WORK ALL DAY! JUST GAMBLE ON COCKFIGHTING!


WE'D ALWAYS STOP BY THE VILLAGE STORE ON THE WAY TO THE FIELDS. THERE WAS ALWAYS ACTIVITY THERE, WHETHER HAVING A DRINK AND TELLING STORIES, OR HEARING ABOUT NEWS AND VISITS FROM THE TOWN BELOW...
WAS THE PRICE OF KEROSENE FOR LAMPS GONE UP AGAIN? THE ONLY THING CHEAP TO BUY IS YOUR HOMEMADE WINE, AND THAT COULD PASS FOR KEROSENE!
MY SELLER IN TOWN SAYS GAS PRICES ARE UP, TOO. BUT SHE MARKS EVERYTHING UP! IF ONLY I COULD BUY DIRECTLY FROM THE SOURCE, AND IN QUANTITY.

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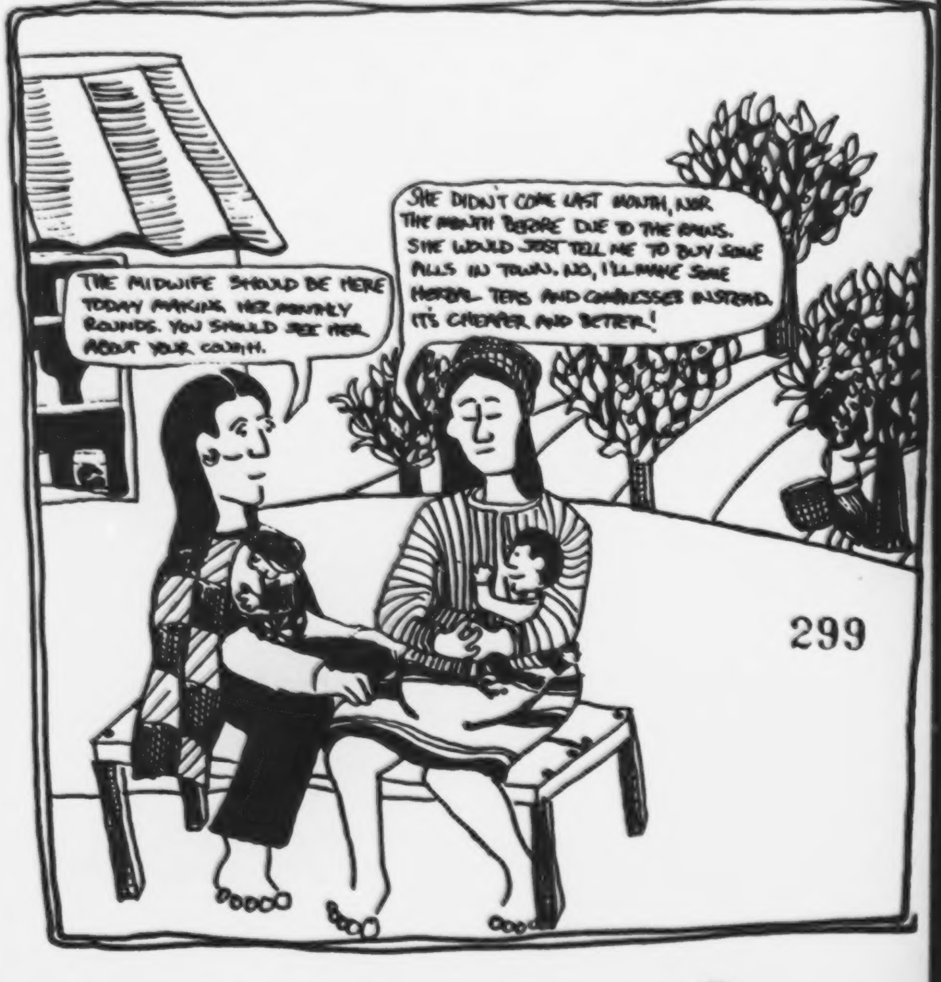
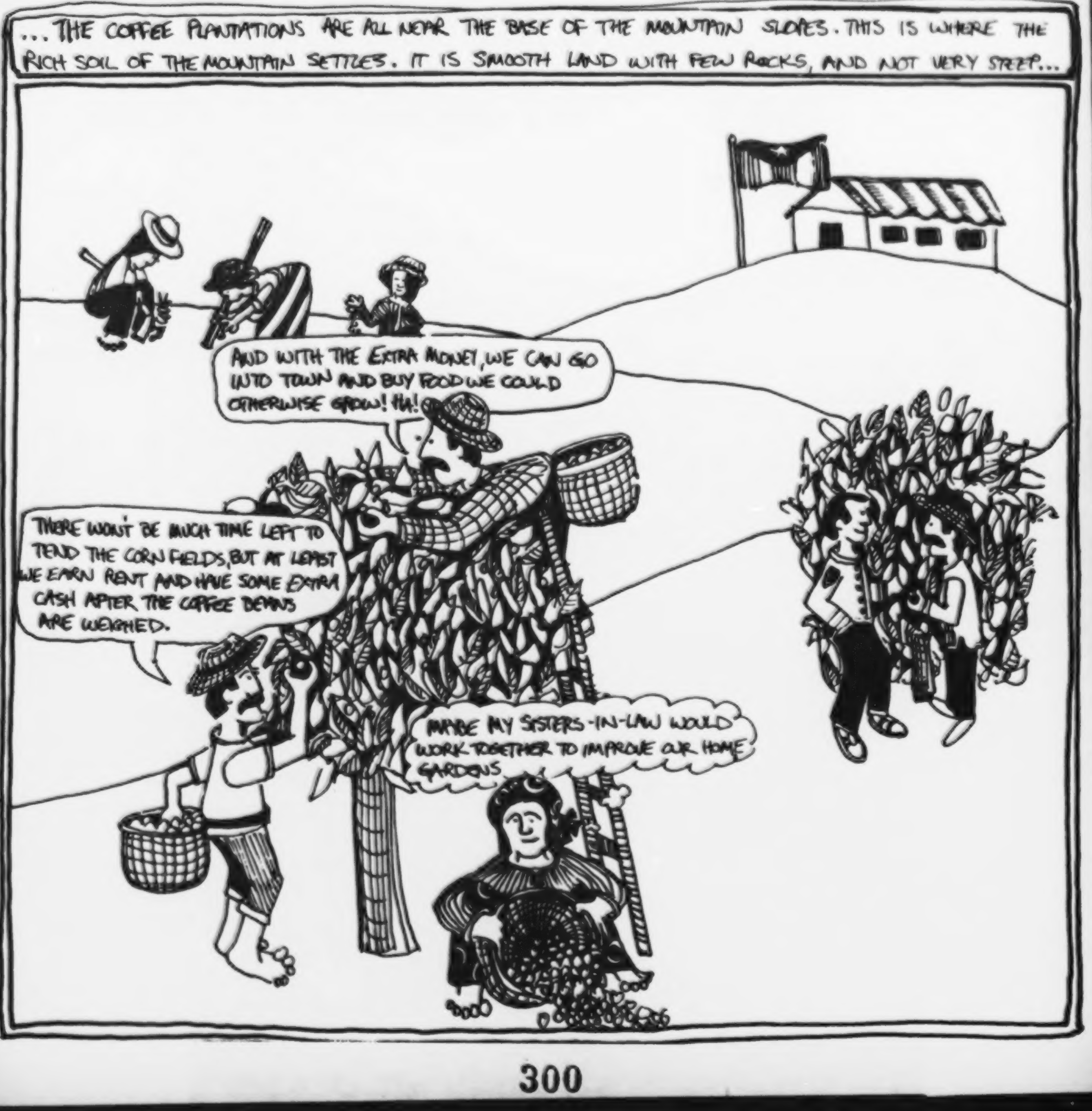
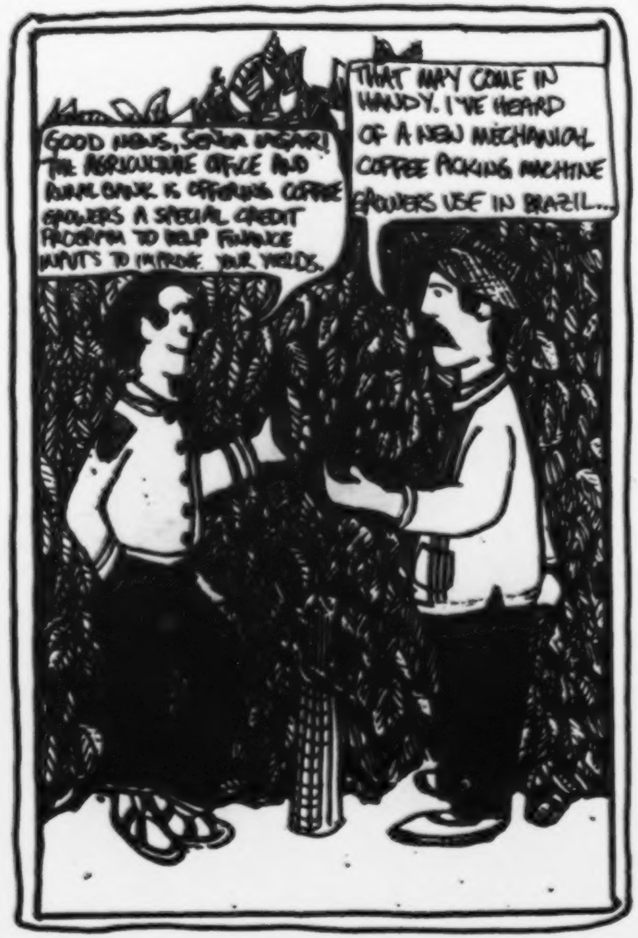
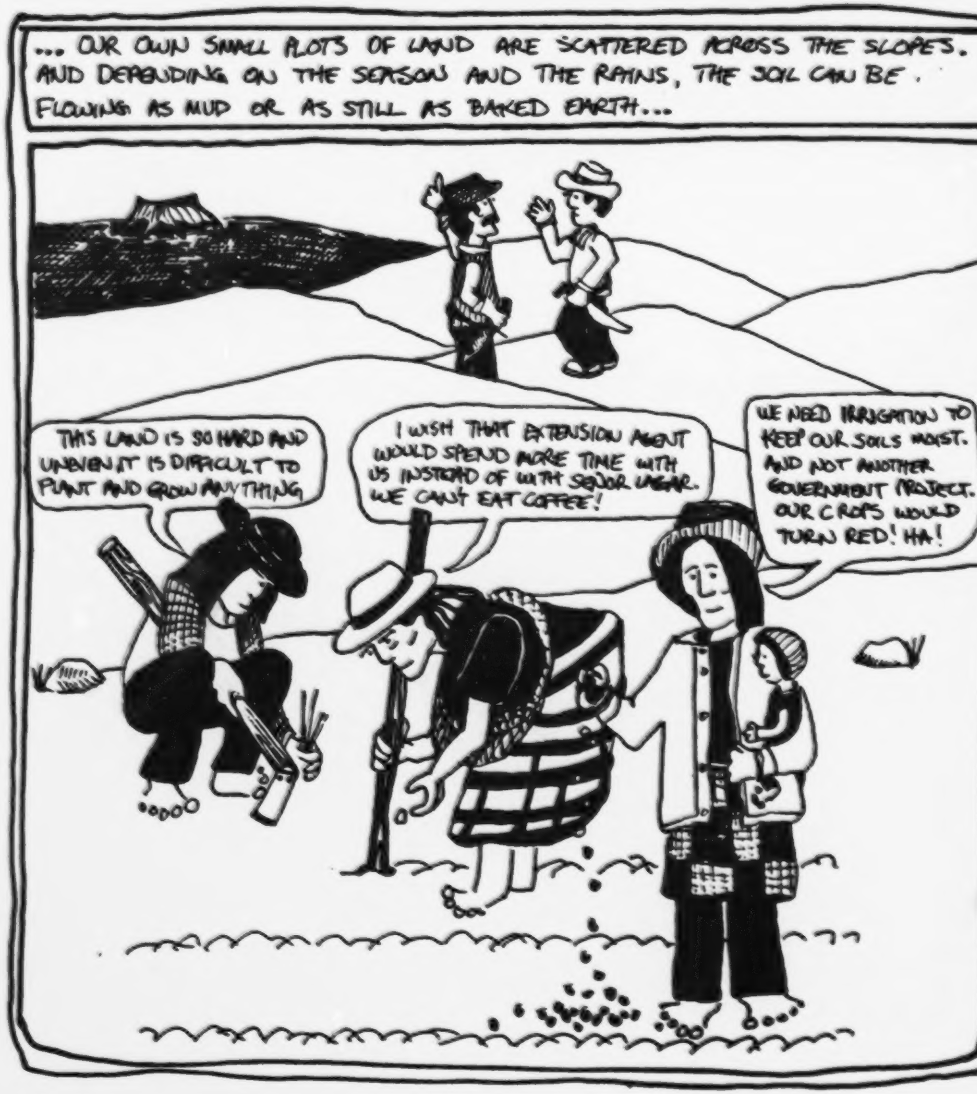

THE MIDWIFE SHOULD BE HERE TODAY MAKING HER MONTHLY ROUNDS. YOU SHOULD SEE HER ABOUT YOUR COUGH.
SHE DIDN'T COME LAST MONTH, NOR THE MONTH BEFORE DUE TO THE RAINS. SHE WOULD JUST TELL ME TO BUY SOME PILLS IN TOWN. NO, I'LL MAKE SOME HERBAL TEAS AND COMPRESSES INSTEAD. IT'S CHEAPER AND BETTER!

299

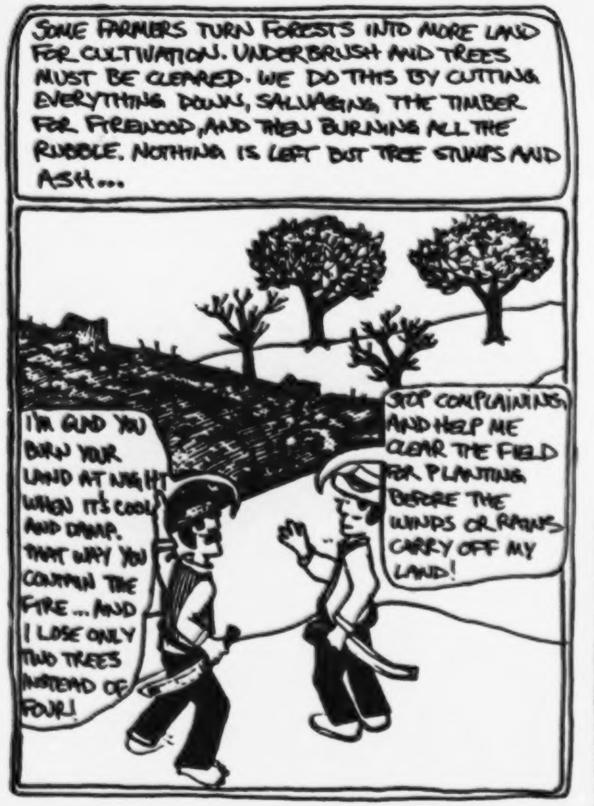

...THE COFFEE PLANTATIONS ARE ALL NEAR THE BASE OF THE MOUNTAIN SLOPES. THIS IS WHERE THE RICH SOIL OF THE MOUNTAIN SETTLES. IT IS SMOOTH LAND WITH FEW ROCKS, AND NOT VERY STEEP...
AND WITH THE EXTRA MONEY, WE CAN GO INTO TOWN AND BUY FOOD WE COULD OTHERWISE GROW! HA!
THERE WON'T BE MUCH TIME LEFT TO TEND THE CORN FIELDS, BUT AT LEAST WE EARN RENT AND HAVE SOME EXTRA CASH AFTER THE COFFEE BEANS ARE WEIGHED.
MAYBE MY SISTERS-IN-LAW WOULD WORK TOGETHER TO IMPROVE OUR HOME GARDENS

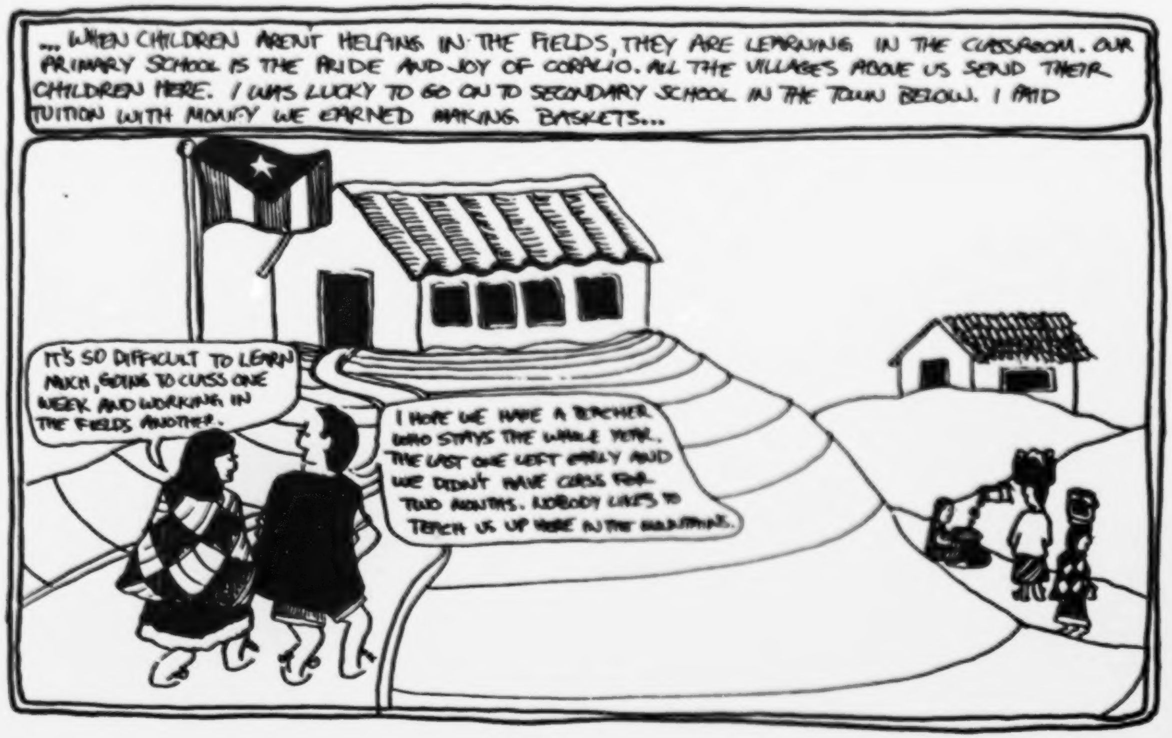

GOOD NEWS, SEÑOR LAGAR! THE AGRICULTURE OFFICE AND RURAL BANK IS OFFERING COFFEE GROWERS A SPECIAL CREDIT PROGRAM TO HELP FINANCE INPUTS TO IMPROVE YOUR YIELDS.
THAT MAY COME IN HANDY. I'VE HEARD OF A NEW MECHANICAL COFFEE PICKING MACHINE GROWERS USE IN BRAZIL...

301

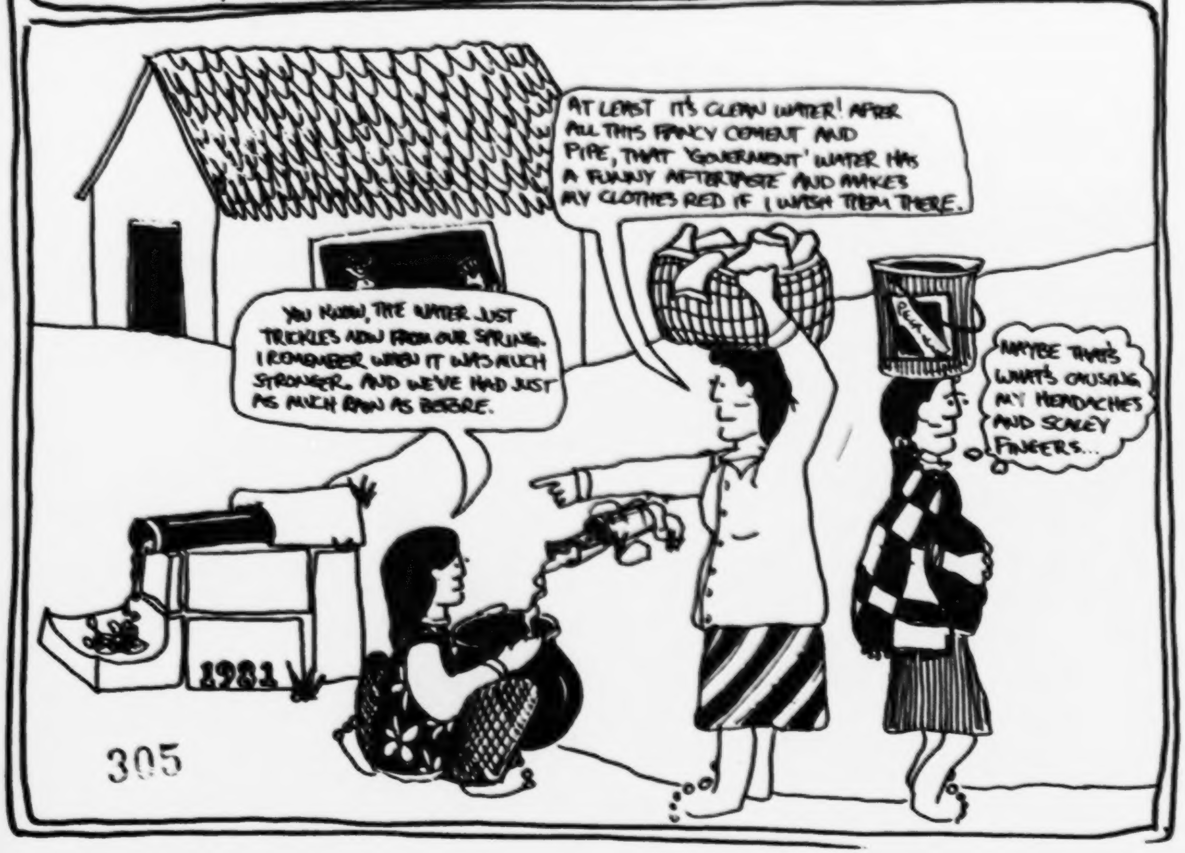

... OUR OWN SMALL PLOTS OF LAND ARE SCATTERED ACROSS THE SLOPES. AND DEPENDING ON THE SEASON AND THE RAINS, THE SOIL CAN BE FLOWING AS MUD OR AS STILL AS BAKED EARTH...
THIS LAND IS SO HARD AND UNEVEN IT IS DIFFICULT TO PLANT AND GROW ANYTHING
I WISH THAT EXTENSION AGENT WOULD SPEND MORE TIME WITH US INSTEAD OF WITH SEÑOR LAGAR. WE CAN'T EAT COFFEE!
WE NEED IRRIGATION TO KEEP OUR SOILS MOIST. AND NOT ANOTHER GOVERNMENT PROJECT. OUR CROPS WOULD TURN RED! HA!

302


SOME FARMERS TURN FORESTS INTO MORE LAND FOR CULTIVATION. UNDERBRUSH AND TREES MUST BE CLEARED. WE DO THIS BY CUTTING EVERYTHING DOWN, SALVAGING THE TIMBER FOR FIREWOOD, AND THEN BURNING ALL THE RUBBLE. NOTHING IS LEFT BUT TREE STUMPS AND ASH...
I'M GLAD YOU BURN YOUR LAND AT NIGHT WHEN IT'S COOL AND DAMP. THAT WAY YOU CONTAIN THE FIRE... AND I LOSE ONLY TWO TREES INSTEAD OF FOUR!
STOP COMPLAINING, AND HELP ME CLEAR THE FIELD FOR PLANTING BEFORE THE WINDS OR RAINS CARRY OFF MY LAND!


... WHEN CHILDREN AREN'T HELPING IN THE FIELDS, THEY ARE LEARNING IN THE CLASSROOM. OUR PRIMARY SCHOOL IS THE PRIDE AND JOY OF CORRALIO. ALL THE VILLAGES ABOVE US SEND THEIR CHILDREN HERE. I WAS LUCKY TO GO ON TO SECONDARY SCHOOL IN THE TOWN BELOW. I PAID TUITION WITH MONEY WE EARNED MAKING BASKETS...
IT'S SO DIFFICULT TO LEARN MUCH, GOING TO CLASS ONE WEEK AND WORKING IN THE FIELDS ANOTHER.
I HOPE WE HAVE A TEACHER WHO STAYS THE WHOLE YEAR. THE LAST ONE LEFT EARLY AND WE DIDN'T HAVE CLASS FOR TWO MONTHS. NOBODY LIKES TO TEACH US UP HERE IN THE MOUNTAINS.

...NEAR THE SCHOOL, THE GOVERNMENT SANK A PIPE INTO THE VILLAGE'S MAIN SPRING SOURCE FOUR YEARS AGO AND BUILT A CEMENT PLATFORM AROUND IT TO KEEP THE AREA CLEAN. SINCE THEN, THE WATER HAS A RED TINGE TO IT, AND PEOPLE USE OTHER SOURCES. SOME GO AFTER WORK TO THE NEARBY STREAM THAT FLOWS FROM THE VILLAGES ABOVE. THERE THEY BATHE, DO LAUNDRY AND FETCH WATER...


AT LEAST IT'S CLEAN WATER! AFTER ALL THIS FANCY CEMENT AND PIPE, THAT 'GOVERNMENT' WATER HAS A FUNNY AFTERTASTE AND MAKES MY CLOTHES RED IF I WASH THEM THERE.
YOU KNOW, THE WATER JUST TRICKLES NOW FROM OUR SPRING. I REMEMBER WHEN IT WAS MUCH STRONGER. AND WE'VE HAD JUST AS MUCH RAIN AS BEFORE.
MAYBE THAT'S WHAT'S CAUSING MY HEADACHES AND SCALEY FINGERS...
1981

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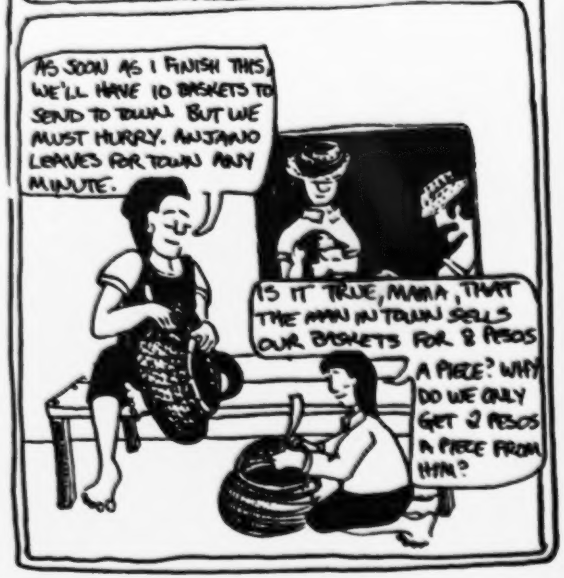
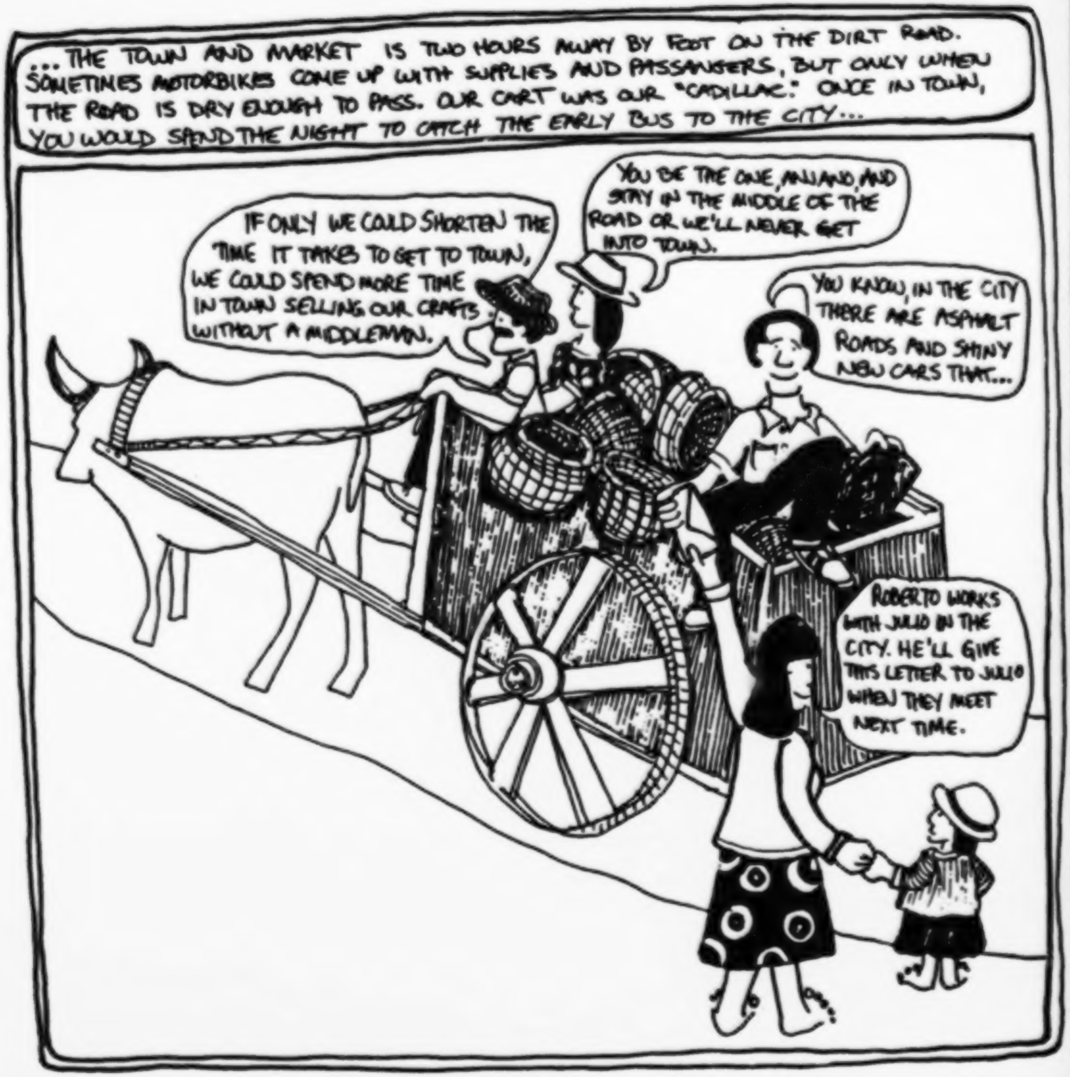
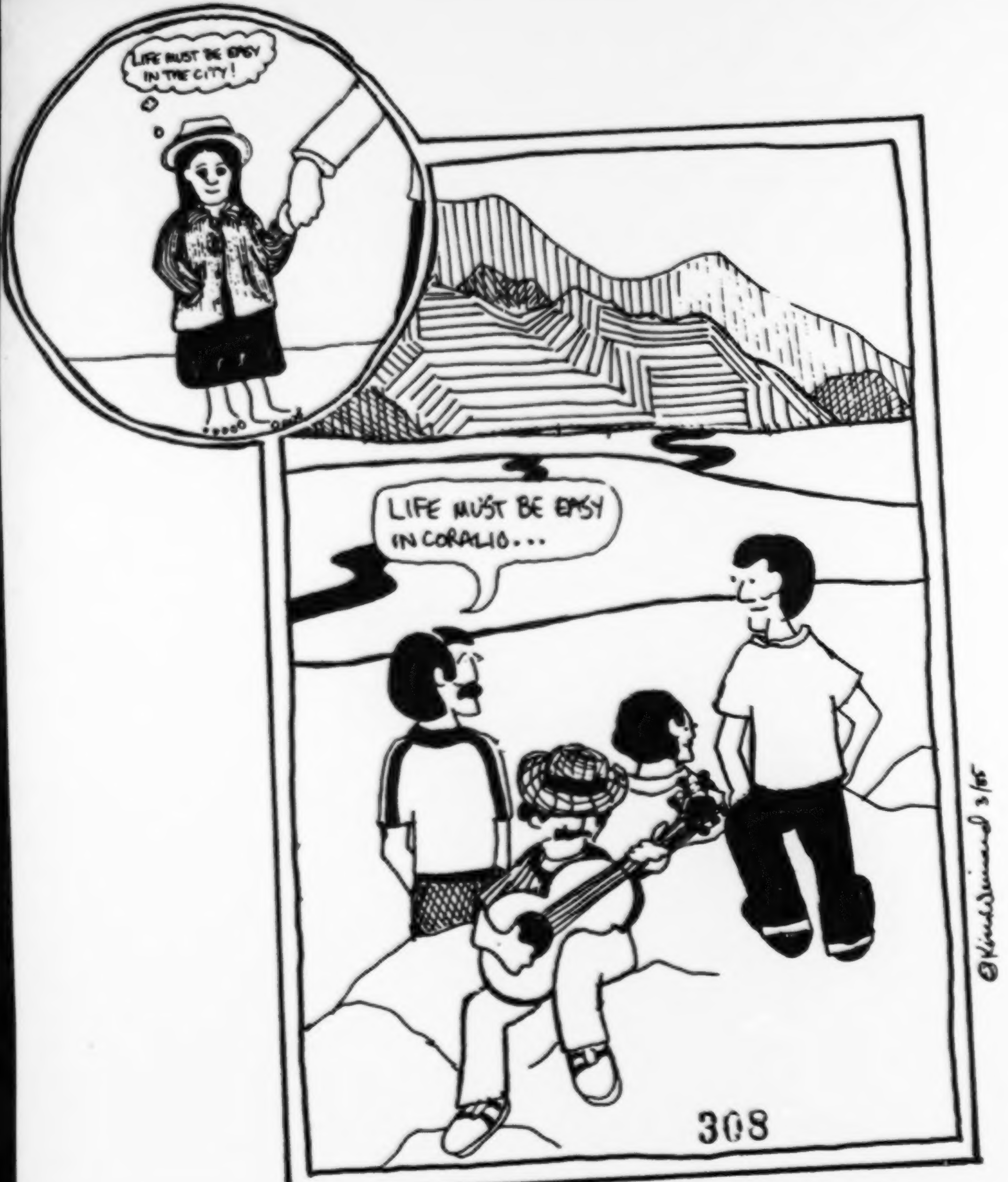
FREE TIME AT THE END OF THE DAY IS SPENT VISITING NEIGHBORS, FINISHING CHORES, RELAXING, AND WORKING ON BASKETS TO SELL IN THE TOWN BELOW..


AS SOON AS I FINISH THIS, WE'LL HAVE 10 BASKETS TO SEND TO TOWN. BUT WE MUST HURRY. ANJANO LEAVES FOR TOWN ANY MINUTE.
IS IT TRUE, MAMA, THAT THE MAN IN TOWN SELLS OUR BASKETS FOR 8 PESOS A PIECE? WHY DO WE ONLY GET 2 PESOS A PIECE FROM HIM?

306


...THE TOWN AND MARKET IS TWO HOURS AWAY BY FOOT ON THE DIRT ROAD. SOMETIMES MOTORBIKES COME UP WITH SUPPLIES AND PASSANGERS, BUT ONLY WHEN THE ROAD IS DRY ENOUGH TO PASS. OUR CART WAS OUR "CADILLAC." ONCE IN TOWN, YOU WOULD SPEND THE NIGHT TO CATCH THE EARLY BUS TO THE CITY...
IF ONLY WE COULD SHORTEN THE TIME IT TAKES TO GET TO TOWN, WE COULD SPEND MORE TIME IN TOWN SELLING OUR CRAFTS WITHOUT A MIDDLEMAN.
YOU BE THE ONE, ANIANO, AND STAY IN THE MIDDLE OF THE ROAD OR WE'LL NEVER GET INTO TOWN.
YOU KNOW, IN THE CITY THERE ARE ASPHALT ROADS AND SHINY NEW CARS THAT...
ROBERTO WORKS WITH JULIO IN THE CITY. HE'LL GIVE THIS LETTER TO JULIO WHEN THEY MEET NEXT TIME.


LIFE MUST BE EASY IN THE CITY!
LIFE MUST BE EASY IN CORALIO...
©Kindleminand 3/85
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QUESTION TYPES

1. Closed-ended questions:

   a. used to elicit factual information.
   b. generally require only short answers.
   c. useful in gathering data quickly.
   d. response is usually "yes" or "no" or other brief comment.
   e. appropriate when there is no reason to discuss the response further.

   Examples: Are there traditional healers in the village?
   Do you believe in traditional medicine?

2. Open-ended:

   a. used to get interviewee (the speaker) to open up, talk, reveal more information, feelings, attitudes, etc.
   b. appropriate when information is needed and interviewee might be inclined to give guarded or partial answers to closed-ended questions.

   Examples: What are the sorts of things traditional healers do?

   What are some important things I should know about traditional medical beliefs in this country?

Adapted from "Workbook for Interviewing," California State Department of Transportation, Jan Elster and Associates, 1983.

Session 3 Part I
'Handout 2 p.1

LISTENER RESPONSES AND PROBES FOR GATHERING INFORMATION

TYPE	EXPLANATION	EXAMPLE	NOTES ABOUT LISTENER RESPONSES IN HOST COUNTRY
1. Passive listening and brief assertion of understanding	Passive listening simply lets the speaker know you are still "with" him or her. Several non-verbal signals will encourage the speaker to continue - nodding your head, smiling, and leaning forward. Typical verbal responses (assertions of understanding) used to show you are paying attention include "I see," "really," "yes," and "mm-hmm."	Speaker (informal interviewee): "Our society is really a very traditional one. Men are responsible for working the fields and marketing produce, while the women work at home and take care of the family." Listener (informal interviewer): "I see," or "really," "yes," and "mm-hmm."	
2. Neutral phrase (Dialog-sustaining)	Any expression by you, the listener, that elicits more information from the speaker without affecting (biasing) the information. This also reassures the speaker that you are interested and encourages him/her to continue talking.	Speaker: "Our great-grandfathers, in the old days before the foreigners came, used to tell tales about our history that were passed by word of mouth to their children." Listener: "Uh-huh" or "and..?" Speaker: "But then the foreigners came with their new ways." Listener: "Could you elaborate a bit more on what you mean?" or "I'd like to know more about that" or "Tell me more."	
3. Silence	A period of time (under 10 seconds) when you do not speak but look attentively at the speaker.	Speaker: "You know, being a North American working in this clinic can have its problems." Listener: Silence --3 seconds Speaker: "Yeah, the Volunteer before you was the first North American this community ever knew, and he didn't come through with a lot~~s~~ of the promises he made."	

LISTENER RESPONSES AND PROBES FOR GATHERING INFORMATION

TYPE	EXPLANATION	EXAMPLE	NOTES ABOUT LISTENER RESPONSES IN HOST COUNTRY
4. Echo	You convert the last portion of what the speaker says into a question, generally with almost all of the words exactly the same as stated by the speaker.	Speaker: "I liked it a lot when I left this small town, went to the capital and finally did something I thought was meaningful." Listener: "Something you thought was meaningful?"	
5. Paraphrasing	Paraphrasing is one way to check your understanding of the speaker's ideas. Restate what the speaker has said, using your own words. This is most appropriate when the speaker pauses and is waiting for you to comment.	Speaker: "I think you're a great counterpart, but no matter what I do, the principal has something bad to say about my work. I guess I can't do anything right." Listener: "Am I getting this right? You're beginning to feel really down because nothing you do seems to please the principal?"	
6. Repetition	Repeating a question asked earlier, usually with nearly identical wording following a general reply instead of a direct response.	Listener: "What do you think are some specific things I could do to get some credibility with the ministry?" Speaker: "Well, its pretty tough. The old minister quit a couple of years ago. I was good friends with the sister of the minister." Listener: "Uh-huh... but what do you think are some specific things I could do now to get some credibility with the ministry?"	

Adapted from "Workbook for Effective Listening," California State Dept. of Personnel Administration, Jan Elster & Associates, 1983.
Additional Source: Sandra Wishner & Associates, Silver Spring, MD, 1980.

INDIVIDUAL PLANNING FORM

Assignment Area -- Technical

1. What do I want to know?

2. How do I frame the questions to find out?

3. Where do I find the information?

INDIVIDUAL PLANNING FORM

Assignment Area -- Cultural

1. What do I want to know?

2. How do I frame the questions to find out?

3. Where do I find the information?

INDIVIDUAL PLANNING FORM

Assignment Area -- Impact

1. What do I want to know?

2. How do I frame the questions to find out?

3. Where do I find the information?

Obstacle/Input Chart

List each identified obstacle and impact of the three levels, National, community, individual, and complete the chart.

Obstacles	Identify what level is Appropriate for this obstacle N= National I= Individual C= Community	Impact D= Direct ID= Indirect	Strategy for Overcoming obstacle	Skills Needed to Overcome obstacle
(1)				
(2)				
(3)				
(4)				
(5)				

Session 5
Handout 1 p.1

A COMPARISON OF FORMAL AND NON-FORMAL EDUCATION

One definition of non-formal education: It is that education which

> takes place primarily outside the school's formal hierarchy (from kindergarten to graduate school), and
>
> is aimed primarily at helping people in such areas as literacy, learning a skill, better farming, better health, better nutrition, etc.

A. PURPOSES

Formal Education	Non-Formal Education
1. Long-term and general Formal education is expected to provide the basis for an individual's whole future life. Therefore, even in technical fields, it is general in character.	1. Short-term and specific Non-formal education meets short-term learning needs of individuals and communities. It therefore emphasizes the learning of specific knowledge and skills and the inculcation of specific attitudes which result in immediate functional behavioral changes.
2. Credential based The end product of formal education is the acquisition of qualifications and certificates which enable individuals to obtain specific socio-economic positions in the wider society. Rewards are therefore deferred.	2. Non-credential based Non-formal education produces learning which is immediately valued in the context of the individual's or community's life situation. Rewards are tangible and may include improvements in material well-being, productivity, self-awareness, ability to control the environment, etc.

Session 5
Handout 1 p.2

B. TIMING

1. **Long Cycle** Formal education programs are rarely less than 1 year in length and usually last for much longer periods, often 10 years or more. One level of study leads immediately on to the next.	1. **Short Cycle** Non-formal education programs are quite short, rarely longer than 2 years and often much shorter than this. Length will depend on the period required to achieve the learning objectives in question.
2. **Preparatory** Formal education is child-centered and future-oriented and provides the basis for future participation in society and economy.	2. **Recurrent** Non-formal education may be designed for children or adults, depending on the immediate learning needs arising from the individual's roles and stage in life.
3. **Full-Time** Formal education takes place full-time and does not permit other parallel activities, especially productive work.	3. **Part-Time** Non-formal education is part-time, and activities may be timed in a variety of ways to meet the needs and convenience of learners.

C. CONTENT

1. **Input-Centered and Standardized** The basis of the curriculum for formal education is a well-defined package of cognitive knowledge with limited emphasis on psychomotor or affective consideration. The content is standardized across large groups of learners.	1. **Output-Centered and Individualized** Non-formal education is task- or skill-centered and designed to produce quite specific changes in the learners. Units are discrete and variable and may be related to the precise functional learning needs of individual participants or small homogeneous groups.

2. Academic The curriculum is founded in theory and isolated from environmental and social realities.	2. Practical The curriculum is dictated by the particular uses to which the learning will be put and consequently is closely related to the environment of the learners.
3. Clientele determined by Entry Requirements Clientele are defined in terms of their ability to cope with the level of education being offered. Literacy is essential (except at the lowest level) and successful completion of lower levels is required for admission to higher levels.	3. Entry Requirements Determined by Clientele Non-formal education is geared to the needs and interests of the potential clientele. Specific characteristics such as literacy or formal educational qualifications are not essential for admission.

D. DELIVERY SYSTEM

1. Institution-based Formal education takes place in highly visible and expensive institutions called "schools," whose sole purpose is educational.	1. Environment-based Non-formal education takes place in a variety of settings, but emphasis is given to locales (such as the work place or home) which are not education-specific. Such specific facilities that are used are minimal and low-cost.
2. Isolated Formal education programs are isolated from the socio-economic environment and from social action. Learners are removed from their own environments for substantial periods.	2. Community-related Non-formal education is conducted close to where learners live and work, and the environment is functionally related to the learning which takes place.

3. **Rigidly structured** Formal education is rigidly structured around the parameters of time and the participants' age and/or performance. It involves uniform entry points, is graded into uniform units, and is sequential and continuous. Clear interrelationships exist between different programs.	3. **Flexibly structured** Non-formal education programs have varying degrees and types of structure, but a variety of relationships and sequences are possible within them. Programs are discrete and few relationships exist between them.
4. **Teacher-centered** Formal education involves a labor-intensive technology and emphasizes teaching rather than learning. Authority and control is vested in formally qualified and certified members of a teaching profession.	4. **Learner-centered** Non-formal education uses a variety of resources and technologies. Emphasis is on learning rather than teaching, and a variety of personnel (often not professional educators) are utilized as facilitators rather than teachers.
5. **Resource-intensive** Formal education utilizes expensive plant and staff, involves a high opportunity-cost of student time, and largely draws its resources from outside the immediate surrounding community.	5. **Resource-saving** Non-formal education economizes on resources by utilizing community facilities and personnel (especially at slack times) where possible, by keeping specific facilities low-cost, and by part-time study.

E. CONTROL

1. **Externally controlled** Curricula and standards are externally determined and publicly controlled or supervised by national bureaucracies.	1. **Self-governing** Control is uncoordinated, fragmented, and diffuse, involving a variety of agencies, often non-governmental. There is substantial autonomy at program and local levels, with an emphasis on local initiative, self-help, and innovation.
2. **Hierarchical** Internal control is highly structured and based on role-defined relations among teachers and between teachers and learners.	2. **Democratic** Substantial control is vested in participants and the local community.

Adapted from Tim Simkins, NON-FORMAL EDUCATION AND DEVELOPMENT, Monchecter Monographs, 1976, pp. 12-13.

FIVE TEACHING-LEARNING PRINCIPLES

PERCEIVED PURPOSE - Let the learner know why it is important or useful that he/she acquire a certain skill or knowledge (e.g., growing a window garden can save money).

INDIVIDUAL DIFFERENTIATION - Consider the learner and the context within which he/she learns (e.g., one person might learn by your explanation, another may need to see a diagram).

APPROPRIATE PRACTICE - Allow learners to actually practice the new skill (e.g., learners practice mixing soils before moving on to do so in the actual plot).

KNOWLEDGE OF RESULTS - Give each learner feedback on how he/she is doing and what could be done better (e.g., a learner is told of his/her tendency to not prepare the soil thoroughly).

GRADUATED SEQUENCE - The learning activities are designed to follow a graduated sequence. That is, the matrices flow from easier concepts to more difficult (e.g., learners are taught the theory of mixing soil before they start actually experimenting with their own plots, which might be the last step).

Teaching-Learning Principles adapted from Peace Corps Program and Training Journal Volume 1, No. 6, June 1973.

A PARTIAL LIST OF NON-FORMAL EDUCATION ACTIVITIES

As facilitators we should be able to use a variety of teaching methods and tools, depending upon our audience and the results we want to achieve. Learning activities/situations can be categorized as follows:

A. To Stimulate Interest

- Field trips
- Role plays:
  - spontaneous
  - planned
- Films or slide shows
- Campaigns
- Games
- Demonstrations
- Problem dramas
- Result demonstrations
- Puppet shows
- Pantomime

B. To Get Discussion Going

- Picture stories:
  - closed
  - open
  - alternatives
- Critical incidents
- People's theater
- Role plays
- Problem dramas
- Brainstorming
- Progressive stories

C. To Share Information

- Films/slides
- Bulletin board
- Displays or exhibits
- Talks
- Puppet shows
- Demonstrations: method
  - result

D. To Build Skills

- Method demonstrations
- Apprenticeships
- Child to child (neighbor to neighbor)
- Individual "hands on"
- Short courses

1. These categories are not all-inclusive. In fact, there is much overlap. For example, a game could be used to stimulate interest, get discussion going, to share information, or build skills.

2. All non-formal education activities should anticipate and encourage participation by local community members.

SIX-STEP PROBLEM SOLVING APPROACH

STEP 1: Identify, State, and Clarify the Problem: Involves becoming aware of the problem, clarifying what seems to be involved, locating where the difficulty is, deciding on the main issues of the problem.

> For example, the apparent problem is that no one in the community X is attending the classes given by a Peace Corps Volunteer. After clarification, it might be discovered that the real problem is the Peace Corps Volunteer's failure to build a credible image in the community.

STEP 2: Analyze the Problem by Gathering Facts and Information: Involves gathering data that are needed to work on the problem in order to get to know the "ins and outs" of the problem.

> For example, gathering information about why the Peace Corps Volunteer does not have credibility, and what "credibility" in that town really means, will help clarify the ins and outs of the problem.

STEP 3: Develop Alternative Solutions: Involves listing and examining all the various possible ways of solving the problem.

> For example, the Volunteer could brainstorm a number of possible courses to take. He/she could try a small vegetable garden in part of his/her house, try to get to know people better on an informal basis, conduct a needs assessment, etc.

STEP 4: Select the Best Solution and Design a Plan of Action: Involves choosing from among all the alternative solutions to determine the best one. The ideal alternative may not be the best alternative at the moment. The best alternative is best based on factors such as budget, time, politics, etc.

> For example, the Volunteer might first attend community activities, next visit families, and then begin to actively work to develop community awareness.

SIX-STEP PROBLEM SOLVING APPROACH (continued)

STEP 5: Implement the Solution: Involves putting the solution into action.

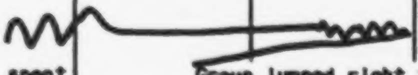
STEP 6: Evaluate: Involves determining the effects or ramifications of the solution.

> For example, at some point the Volunteer determines if he/she has more credibility and people are attending classes, or if his/her actions have caused any other results not expected or desired.

Session 6
Handout 2 p.1

FORM FOR CHARTING A PROBLEM SOLVING DISCUSSION

Chart the problem solving discussion by placing a pencil at the X in column 1. Move the pencil to indicate (using a zigzag) how long the discussion continues in that column. Move back and forth to other columns as required to show the flow of the discussion.

IDENTIFY, STATE, AND CLARIFY THE PROBLEM	ANALYZE THE PROBLEM BY GATHERING INFORMATION	DEVELOP ALTERNATIVE SOLUTIONS	SELECT THE SOLUTION & DESIGN A PLAN OF ACTION	IMPLEMENT THE SOLUTION	EVALUATE
Example Group spent little time clarifying the problem		Group jumped right to a solution then moved back to gathering information			
Your observations					

CASE STUDY: THE PEACE CORPS IN HIDDEN VALLEY

Fred was a Volunteer in the village of Hidden Valley. He worked in a project whose goal was to increase the protein intake of the villagers by teaching people how to better raise chickens for egg production. He began with a group of four farmers and organized them into a loose co-op. The four farmers helped build each other's chicken huts, partly made with some materials Fred had ordered through Sears Roebuck and received through the pouch. Fred got the local butchers to agree to save blood and entrails to be used as protein supplements to be fed to his four farmers' chickens. He taught them to mix these things with millet and corn, which they already grew. The feed mix was not as good as that used by American farmers, but certainly better than the "let them run free, hunt and peck" system formerly used. When the first eggs came in, Fred taught the farmers to pulverize some shells and add them to the mix.

Production after six months, although marred by a few mishaps (including a few farmers' wives who had cooked some of the chickens), was not all that bad: chickens were producing 150% of the average for chickens that ran free. Fred knew this was a success, but he was hoping for something more demonstrative, something that would encourage others to come to him for information. He knew that the chickens could easily produce 300%. He finally decided to recommend that the farmers buy a protein supplement, available in Grass Creek, to add to their feed. Fred arranged with the American missionaries in Hidden Valley to bring sacks of protein mix from Grass Creek while on their frequent trips to the capital. This was somewhat cheaper than having the local non-Catholic merchants buy and resell the mix, since it eliminated the middlemen.

The second "harvest" was an unqualified success: the chickens were in fact producing three times the eggs of the others in the town. Fred's project was getting attention from other farmers. Soon, Fred was working with 12 farmers. He got more supplies from Sears, the missionaries agreed to step up their deliveries, and Fred's hometown church raised money to buy vaccines to protect the chickens against disease. Fred administered the vaccines himself, free of charge, often working overtime.

So it went, for two years. Fred's project was so successful that he was getting a lot of attention -- "a Super Vol." When he left, Hidden Valley's egg supply was three times what it had been, and they were twice as cheap.

CASE STUDY: THE PEACE CORPS IN HIDDEN VALLEY (continued)

But when he left, things went awry. Fred left a villager with instructions for how and where to buy protein mix and who to contact among the missionaries. Paulo, the villager, was not an American, and not too personable, neither of which won him any points at the mission. The supply of protein mix got shaky and irregular, and finally stopped altogether. Someone accused Paulo of stealing the money used to buy the mix. No one remembered the alternative protein source at the slaughterhouse. An epidemic killed a lot of the new, unvaccinated chickens. It was only a matter of three years before Hidden Valley's egg supply fell back to a level just slightly above that of the year before Fred's arrival.

What is the problem here?

WORKING STYLE INVENTORY

Self-Assessment

Sixteen situations typical of those faced by Peace Corps Volunteers in the past are described below. Four different ways of handling each situation are described next. Select the way of handling each situation which you prefer and assign the number "4" to that choice. Select your next preferred choice and assign a "3" to it. Assign a "2" to the next preferred choice and then a "1" to the least preferred choice. Write your numerical choices directly on the scoring sheet attached to this form.

This form is designed to help you assess your preferred style of handling situations which you are likely to face during service as a Volunteer. Later you will analyze the results yourself and will be given opportunities to try out different ways to handle similar situations.

Situations #1

Your are entering your assigned village to take over an appropriate technology project. The Volunteer you are replacing has already left. The project is three years old. You have had brief discussions with village leadership and get the sense that the project is being received with mixed results. You have been asked to address a meeting of village leaders to introduce yourself. How would you prefer to handle the situations? (Respond on scoring sheet!)

Choices:

1. Present your approach to the project and ask for questions and advice.
2. Seek the leadership's view of the project and identify problems.
3. Ask the leaders to describe their goals for the project, as well as other pressing needs the village is facing.
4. Ask the leadership if you can sit in on this meeting and become better acquainted with village needs before addressing a meeting.

Situation #2

You have been assigned to help the largest village cooperative keep its financial records straight and to provide general management assistance to co-op leaders. The cooperative is operating at a deficit, and membership is declining. You need to decide how to organize your time from the following choices.

Choices:

5. Develop a balance sheet and income statement to analyze causes of the deficit.
6. Work with co-op manager and bookkeeper to identify causes of deficit and declining membership.
7. Encourage co-op leadership to call a membership meeting to discuss the causes of deficit and declining membership.
8. Observe everyday functioning of the co-op and informally talk with people who belong and do not belong to the enterprise.

Situation #3

You have been assigned as a teacher in the local trade school in manual arts. A disagreement has arisen among the faculty about whether to emphasize employable skills training or preparation for advanced training. You are about to attend a faculty meeting to discuss these issues. You are the only expatriate member of the faculty. What is your strategy?

Choices:

9. Publicly state your point of view, indicating a willingness to listen.
10. Meet with influential faculty and seek to influence them to your point of view.
11. Seek the advice of fellow faculty and follow it.
12. Take no position in public and attend the meeting to listen and learn.

Situation #4

You are assigned to a small vegetable cooperative project which has been underway for several years. There is very high interest in the project among the village at large. However, the local leadership has just decided all co-op labor must be assigned to rebuilding the bridge recently flooded out during the rainy season. This is planting time for the vegetable co-op. What do you do?

Choices:

13. Persuade the leaders to change their priorities, at least to enable the once-a-year planning in the vegetable fields.

14. Help the leadership identify some alternatives to choosing between the vegetable crop and the bridge.

15. Help the local vegetable co-op manager develop strategies to try to get the local leaders to reconsider.

16. Join in and facilitate bridge repair in an effort to complete it in time to also plant plots.

Situation #5

You are in the last six months of your tour. It is unclear whether you will be replaced by another Volunteer. The local committee is urging you to be sure to finish a gravity irrigation project before you leave. You are not sure you can complete it in the time allotted. How will you handle this pressure?

Choices:

17. Try as hard as you can to complete the project.

18. Lead a planning meeting with the local project committee and staff and try to develop alternative strategies.

19. Concentrate on developing skills in local project staff to enable them to complete the project after your departure.

20. Pass the problem on to the local project staff leaders and encourage them to solve it and tell you what to do.

Situation #6

A new counterpart has been assigned to your food production project. He/she does not have the connections with local district officials which the previous counterpart has and seems unable to use connections to get needed inputs. If you do not get the needed inputs soon, serious food shortages could result at harvest time. What will you do?

Choices

21. Use your previous associations through the past counterpart to ensure the required inputs are received in time.

22. Develop strategy with the new counterpart to provide introductions and contacts to enable him/her to get inputs in time.

23. Ask the new counterpart to develop a plan to get inputs, and evaluate the plan.

24. Encourage the new counterpart to try to figure out how to get needed inputs.

Situation #7

You have taken over an agricultural production project. Part of this project has included identifying local farmers who show great promise for succeeding and using them as models to other farmers. There are two very progressive farmers using the new technologies and greatly increasing their cultivated land. Most farmers in the area have not adopted the new practices. The village leadership is predicting scarcity, even starvation, next year if food production is not greatly increased. Where will you focus your time?

Choices

25. Increase food productions by whatever means, including using the progressive farmers as "model" farmers for others.

26. Balance between encouraging the progressives and working directly with more traditional farmers.

27. Organize traditional farmers and train them in new agricultural practices.

28. Identify why traditional farmers are not adopting new agricultural practices.

Situation #8

The village to which you have been assigned has a native beekeeping project going and is highly motivated about it. Your assignment is a general agricultural assignment, but you happen to know quite a bit about beekeeping and can see some ways to help improve their already successful project. They have shown no interest in using you in that way. How will you respond?

Choices

29. Speak to village and project leaders, laying out some of your ideas for improving the project and suggesting a change in your assignment.

30. Make a suggestion from time to time, informally, demonstrating your competence in this area.

31. Share your dilemma with your counterpart and seek his/her advice and follow it.

32. Move ahead with your assignment as planned, being alert to any future opportunities to be helpful in an informal way with the beekeeping.

Situation #9

Your are beginning the second year of your two-year teaching contract. You have been able to introduce some innovative methods, and students and fellow faculty have responded well and begun to adopt them. Some students in particular have "blossomed" under your direction. What are your priorities for the next eight months?

Choices

33. Focus on the blossoming students and bring more into the fold.

34. Organize special teacher-training seminars to broaden and deepen innovations in curriculum and teacher practices.

35. Seek opportunities to co-teach with counterpart to solidify innovations already adopted.

36. Begin planned withdrawal to lessen dependency on you for sustaining the adopted innovations.

Situation #10

You are a health and nutrition specialist assigned to a community clinic with a very vague and general assignment. The needs surrounding you are overwhelming, but you don't know where to begin. The clinic director seems glad to have you, but has provided no specific direction. How will you begin?

Choices

37. Assess your strongest field and make a concrete proposition to the director to clarify your role.

38. Ask for a meeting with the director to mutually explore his/her priorities and ascertain where you can be most helpful.

39. Ask your counterpart(s) if you can observe them for a month in the hope of identifying areas where your skills can complement theirs.

40. Conduct a community needs assessment and develop your role in response to those needs.

Situation #11

You are a technician assigned to a well drilling project in a community where potable water is in short supply. You know how to dig wells and have demonstrated how to do so. However, in this culture, manual labor by men is frowned upon. They are happy to have you dig wells while they watch. What will you do?

Choices

41. Continue digging to show that manual labor is acceptable and, by example, influence local men to join you.

42. Meet with influential leaders and point out the necessity for potable water and its relationship with health problems in the community.

43. Meet with counterpart(s) and try to get them to help you solve the problem.

44. Stop digging wells and focus your attention on overall needs and how you might help meet some of those needs.

Situation #12

You have been working as an athletic coach in the community and, under your direction, the community has produced outstanding teams. It is a matter of considerable pride to community leaders, and they have asked you to continue to win. You have noticed little parental involvement, however, and in order to win you have to focus attention on a small number of talented youth. How will you change the situation?

Choices

45. Try to maintain your winning teams, while organizing new teams with more focus on parental involvement among new team members.

46. Call a meeting of existing and new parents and make a greater parental involvement condition of your continued coaching.

47. Seek parental assistance in coaching, organize new teams, and focus your time on training new coaches.

48. Spread your "winners" among newly organized teams, minimize the importance of "winning", and concentrate on parental involvement to identify new needs.

Situation #13

Your counterpart is becoming increasingly dominating during project committee meetings. As his/her confidence and skill has grown, you have gladly given over more responsibility. But it seems to you other committee members are becoming more withdrawn from the project. You want to build a strong project team, rather than just one strong counterpart. What should you do?

Choices

49. Raise the issue directly with the counterpart and offer to lead the next committee meeting to demonstrate participative leadership skills.

50. Provide help in planning the next meeting and make some specific suggestions to the counterpart about how to modify leadership behavior.

51. Watch for opportunities to provide feedback, ask the counterpart questions about how she/he thinks meetings are going, and reinforce participative behavior.

52. Leave the situation alone and count on the committee to "call" the counterpart on dominating behavior, then reinforce and offer help.

Situation #14

You have just been assigned to a project which is a mess. Your counterpart appears to have opened a small shop for a second income and is not showing up for project work. Community leaders are unhappy because the project was begun with a lot of enthusiasm. They have asked you to take over and straighten it out. How will you proceed?

Choices

53. Take over and straighten out the project first, then deal with the counterpart problem later.

54. Confront the counterpart with his/her behavior and provide ongoing consultation until both problems are more manageable.

55. Present the counterpart with pressing project problems and ask him/her to suggest solutions and plans to implement solutions.

56. Call a meeting with the leaders and the counterpart; make it a problem solving session as a first step toward project reorganization.

Situation #15

You are working in a community with another Volunteer. You have just become aware that the other Volunteer has deeply offended the leaders because of dress-code behavior. The level of distress in the community is rising and inhibiting the success of both of your assignments. How will you handle this?

Choices

57. Speak to the other Volunteer immediately and strongly suggest she/he change inappropriate behavior.

58. Speak with the other Volunteer in a mutual problem-solving manner and try to understand reasons for the behavior.

59. Bring influential community leader(s) and the other Volunteer together to mutually explore problem and solutions.

60. Encourage local leaders to go to Volunteer on their own, and offer to be available if they need help.

Situation #16

Your counterpart is moderately skilled and experienced, and moderately interested in your project. She/he does not see the project as advancing her/his own career. The village, however, is vitally interested in the project. How would you handle this situation?

Choices

61. Try to get the counterpart reassigned, and temporarily take over direction of the project until a new person is assigned.

62. Spend time with the counterpart trying to identify ways in which her/his role in the project can meet both project goals and career aspirations.

63. Work with the counterpart on career goals and help her/him develop strategy for pursuing them, including leaving the project if appropriate.

64. Facilitate a meeting between community leaders and the counterpart to see if they can come up with a mutually satisfactory solution to the problem.

Session 7
Handout 1 p.10

Scoring Sheet

(A)	(B)	(C)	(D)
1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.
13.	14.	15.	16.
17.	18.	19.	20.
21.	22.	23.	24.
25.	26.	27.	28.
29.	30.	31.	32.
33.	34.	35.	36.
37.	38.	39.	40.
41.	42.	43.	44.
45.	46.	47.	48.
49.	50.	51.	52.
53.	54.	55.	56.
57.	58.	59.	60.
61.	62.	63.	64.
Total________	Total_________	Total_________	Total__________

Instructions:

Enter your responses for each of the 16 situations above. Assign a "4" to your first choice, a "3" to your second choice, a "2" to you next choice, and a "1" to your last choice in each situation.

When you have responded fully to each set of choices, total the numbers vertically in each column.

"Description of Four Working Styles"

The inventory you have just taken presented a series of situations that demanded choices about how to work with others. In fact, there is no hard and fast rule to determine the best way to work with others, and no situation is exactly like another. (For example, even though one long-range goal is self-sufficiency, a situation may dictate that we choose actions that would fall in the direct service column in order to attain short-term goals.) As much as possible, we need to be clear about what the situation is we are confronting, and try to make a conscious choice about how to act so that we are aware of the consequences of our choices and how they affect the people with whom we work. The inventory in general corresponds to the "Continuum of Volunteer Styles and approaches" that appears on the flipchart. Your score corresponds to one of the major work styles (the numbers in columns A, B, C, and D, correspond to (1) Direct Service, (2) Demonstration, (3) Organizing with Others, and (4) Indirect Service. If you score higher in one column than in another, it indicates that you prefer to work in that mode in the situation described. Each style is described as follows.

Column A: Direct Service:

This is a direct approach in which the Volunteer mostly does the work, gets a project organized, provides a needed service where none exists, and generally takes the initiative for making things happen. In most instances, this means that the Volunteer takes responsibility for the action or project, and that a counterpart may or may not be involved--and even if involved, will look to the Volunteer for action and leadership.

Column B: Demonstration:

In this approach or situation, the Volunteer spends most of the time demonstrating to others how to do something, but also spends a lot of time doing it him/herself. Most often the responsibility is a combination of direct service and training/demonstrations, often with the Volunteer sharing some responsibilities with a promising local leader or an assigned counterpart.

Column C: Organizing with Others:

In this approach, the Volunteer encourages and stimulates promising counterparts and others in the community, generally--although not always--working with people rather than directly on projects. (Note: Throughout this session, we use community in its most generic sense--it could be a school community, an agricultural office, or a town or section of a city.) The focus is on building leadership and helping to develop a group or organization which will continue the work. The Volunteer's primary work is behind the scenes, using influence, assisting as a resource in developing alternative solutions which the people choose or generate themselves, serving in a training capacity, occasionally serving as a role model in doing work, and so on.

Column D: Indirect Service:

In this approach, the Volunteer responds to a range of situations and problems raised in Volunteer work by helping others solve their own problems; the Volunteer does not direct any of the work but concentrates on helping the people define and refine their perceived need. Help is given only on request, rarely initiated by the Volunteer. The Volunteer may even come and go, leaving the project to do something else and thus reinforcing the autonomy of the group. The way the Volunteer works is primarily clarifying, asking questions, listening a lot, and facilitating.

These four styles can be seen as related to stages in the development of self-sufficiency. For example, in a beginning stage, a group may never have worked together, may not have any technical resources, and may not believe that it is possible to make improvements. In such a situation a Volunteer may decide that the best way to get things moving is to establish credibility, to show people that (for example) a fat pig can be produced, and thus salvage a bad situation. In so doing, he may decide to simply do the work himself and show the skeptical that something can be done. In this instance, the Volunteer may be using a combination of direct service and demonstration.

At a later stage of development, as a group or project moves towards self-sufficiency, a Volunteer may decide that the best way to help a group move along is to work only with the leadership in a community to help them plan or communicate effectively together. In this instance, the Volunteer will do nothing without a counterpart from the community. The primary task in this case would be leadership training and organizing with others.

In these situations, one must consider the circumstances and the consequences, and address a critical question: Is a short-term or long-term result desired?

In reality, different styles or combinations of styles may be called for at different times, depending on the circumstances, the urgency of the task, what people are expecting of the Volunteer, whether the project is at a beginning stage or a later stage, whether one is addressing a long-term or short-term situation, etc. Sometimes, a Volunteer may need to use all four work styles on different days of the week for the same project. Whatever the style, there are consequences for the way a Volunteer works.

Session 8
Handout 1 p.1

KEEPRAH: A MODEL FOR COMMUNITY ANALYSIS

SUBSYSTEM	EXAMPLES	QUESTIONS TO ASK
KINSHIP	Descent, authority, inheritance, residence habitation, marriage, nepotism, migration, family.	
EDUCATION	Type of education, traditional vs non-traditional, books, libraries, schools teacher, who attends, what they learn, when they attend who controls schools, who contributes to the education.	
ECONOMICS	Production, distribution, consumption of goods/services, employment, probability of local economy in relation to outside factors, who is in control types of jobs, ownership possessions, assets, wealth, rich/poor.	
POLITICS	Type of government, serious officials or figureheads, maintenance of law/order, demands on people, attitudes about government, solution of grievances, laws, justices, rights, legal problems.	
RELIGION	Historical perspectives, types of religion, prejudice about religion, festivals/holidays/rites, creeds/beliefs, participation, churches, ministers, congregations.	
ASSOCIATIONS	Unions, farm groups, co-ops, federations, societies, class structure, social mobility, racial/ethnic tensions, sports.	
HEALTH	Major illnesses, hospital, types of medicines/treatment, doctors, beliefs, dentist, pharmacy, ambulance, water supply.	

Community Study: Taralondo
BASIC FACTS

Three thousand people live in the town of Taralondo. It is located on a hill 45 km from a larger city which has 200,000 people. An unpaved road connects Taralondo with the city, and a bus comes twice a week. There is no electricity. Farm plots are located about a 1 hour walk outside of town, although most farmers live right in Taralondo. The new health center is located on a small hill outside of the town on the main road. The school is located on a small hill 1/4 km outside of the town. There is a church and a store in the center of Taralondo.

There are generally close ties between the families. A typical family would have a mother, father, 4 or 5 children and one or two grandparents. The grandmother traditionally takes care of anyone in the family who gets sick. The children who are old enough to work give the money to the mother who uses it for running the household.

The school house has one room. Boys attend in the morning and girls in the afternoon. There are two young teachers, both who have high school education after having studied in the neighboring city. Most of the townspeople of Taralondo are iliterate with the exception of some people like the mayor and the head of the city council, the storekeeper and large landowners.

Taralondo has a mayor and city council made up of 12 men. The mayor is a large landowner and his brother is the head of the city council. Neither of them has ever been defeated in an election.

Some of the women belong to a "women's club". Ten to twelve women meet every Wednesday to exchange news and work together on small handicraft projects.

There is one church in town. Services are given every week. Many of the older people go to church, but practice rituals at home that are not practiced in church.

The townspeople are superstitious about the causes of disease. There is a traditional curer (medicine person) in Taralondo who specializes in herbs and spells. She is illiterate and has no knowledge of or use of western medicine knowledge. Most of the people believe in her abilities and readily ask for her help when there is an illness. There are four midwives in the village, and although they have no formal training, they are accepted by the people as being knowledgeable in the field of medicine. People will occasionally take a very sick child to the out-patient health center in the city but they will seldom go to the hospital because they believe it is a place where you go to die. The government came in a few years ago and built a village health center in the town, but no one uses it. A doctor comes from the city once a week, but hardly anyone goes to see him.

Taken from Helping Health Workers Learn by David Werner & Bill Bower.

Suggestions for gathering community information

There are no set rules or one 'right' approach for gathering needed information in a community. However, several people-centered programs have come up with the following ideas:

1. Go to people's homes and get to know them. But do not start by taking a survey. Information learned through friendly, casual visits is often truer and more useful. Put the needs and feelings of the people first.

2. When gathering information, try to find out what problems people feel are most important or want to solve first. Learn what ideas they have for solving them.

3. Ask only for information that makes sense (and not simply because you were told to collect it). Be sure you and the people understand why the information is needed. For example, be sure parents understand why you weigh children before you do it.

4. Involve local people in gathering the information. Be sure studies are not of the people, but by the people. (For simple surveys in which children and non-literate people can take part, see p. 7-13 and Chapter 24 and 25.)

5. When conducting a survey or community diagnosis, try to avoid taking along written questionnaires. Avoid writing notes while a person is talking to you. Listen carefully, remember what you can, and write your notes later. Always be honest and open about the purpose of your visit.

6. Look for ways of making the survey a learning, exploring experience for those being questioned. Try to ask questions that not only seek information, but that also get people thinking and looking at things in new ways.

   For example, instead of simply asking, "How many people in your family can read?" follow up by asking, "What good is it to know how to read and write?" "Does the school here teach your children what they most need to know?" "If not, who does?" (For more ideas about this type of question, see Where There Is No Doctor, p. w10 and w11.

7. Observes people carefully. You can find out as much by watching the way people act and do things as you can by asking questions. Learn to look and listen.

8. Go slowly when giving people advice, especially when it concerns their attitudes and habits. It is often better to tell a story about how others solved a similar problem by trying a new way. And set a good example yourself.

Note: Where official records of births and deaths are fairly accurate, these can also provide important health information without bothering people in their homes. It is a good idea to compare the deaths in children under five with total deaths. For example, in one area of the Philippines, a rise in children's deaths from 35% to 70% of total deaths between 1975 and 1980 shows that conditions affecting health are getting worse!

COMMUNITY LEADERS

There are many types of informal leaders in your community, in addition to the formal leaders.

... Do you know who they are?
... Do you know how to work with them?
... Do you know how to get them to work with you?

There are:

NATURAL LEADERS ... who attract the trust of community people, who will usually have a lot of common sense, integrity, and concern for other people.

A NATURAL LEADER is not easily identified... is not looking for power for himself/herself... has good judgment and practical common sense... has no personal axe to grind, so he/she attracts trust and confidence... may not have much formal education... may not speak out much at public meetings... knows the community very well and is familiar with the conditions and problems... may be a favorite barber, bartender, healer, owner of a grocery store, etc.

INSTITUTIONAL LEADERS... who are connected with religious, educational, or political institutions.

AN INSTITUTIONAL LEADER has power in the local church, school system, or local government... has prestige and influence in the community... may have been appointed or elected to his/her position... what he/she doesn't approve of is likely to be rejected by the community people.

PRESTIGE LEADERS... who have wealth and social position in the community, who are usually well educated, and may even have traveled a lot.

A PRESTIGE LEADER often belongs to a family that has had influence in the community for many years... is probably wealthy and has high social position... is usually well-educated and well-traveled... generally guides the social areas of the community... is usually afraid of "losing face."

SPECIALTY LEADER ... who are usually the ones community people contact when they have a special kind of problem and need good advice.

A SPECIALTY LEADER has been successful in a certain field... may have started out poor but has now "made it"... has acquired skills and practical knowledge over the years... may have gone out on a limb to start a business in the community, and has been successful at it... is known for acting carefully and giving sound advice.

VOLUNTARY LEADERS... who volunteer some of their energies and time to community and public causes which they believe in.

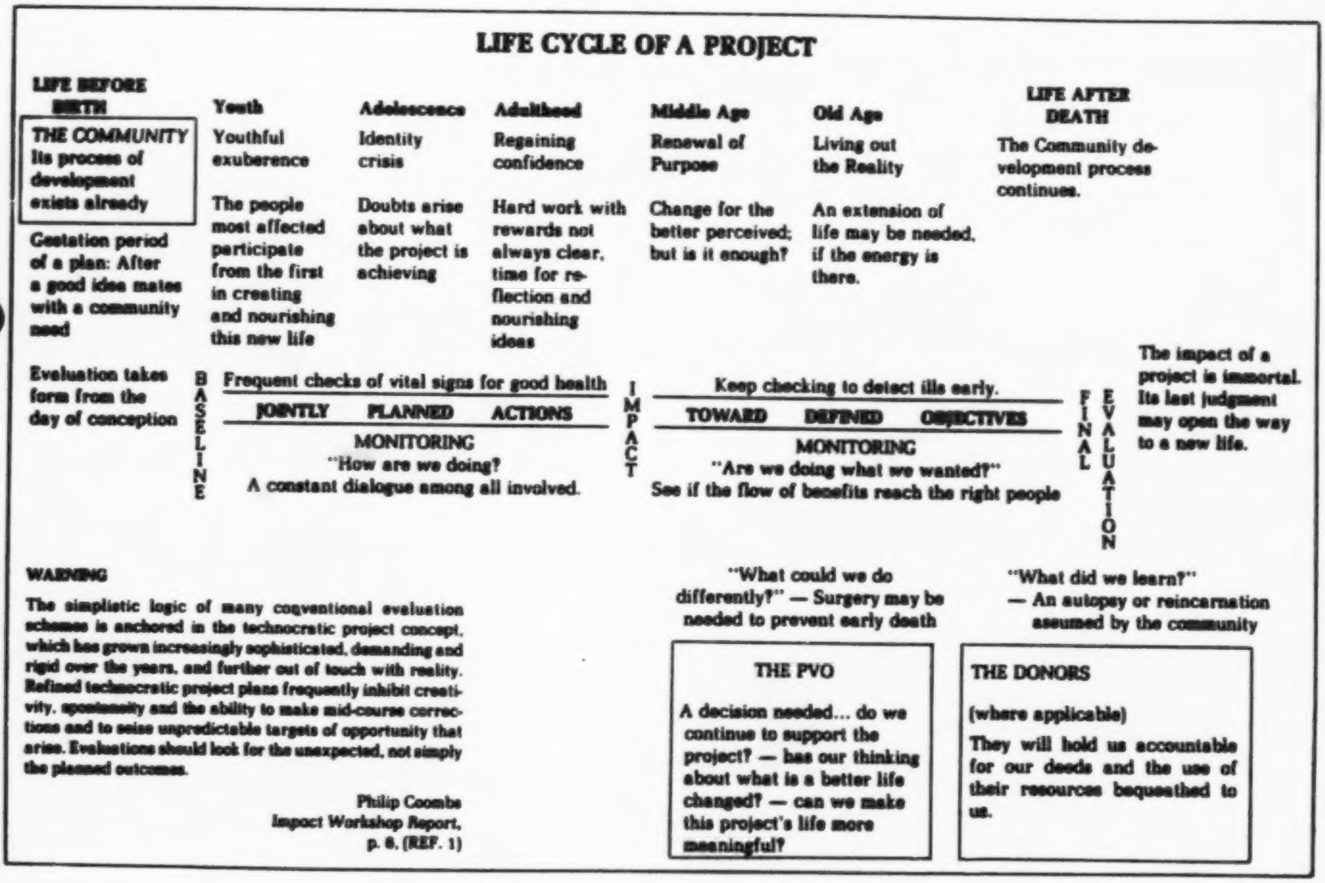
A VOLUNTARY LEADER usually has definite ideas about what should be done and how it should be done... has energy and motivation but probably not much time to research a problem... is likely to be in the limelight because he/she is persuasive and may have honors and titles... may feel guilty about his own affluence... probably has a lot of talent at organizing ... is usually a good spokesperson or public speaker on behalf of a cause.

Information on types of leaders adapted from the files of Doris Phelps.

IDENTIFICATION OF COMMUNITY LEADERS

	FORMAL LEADER	NATURAL LEADER	VOLUNTARY LEADER	SPECIALITY LEADER	PRESTIGE LEADER	INSTITUTIONAL LEADER
1. Specify which of the leaders listed could play a role in getting the community need met.						
2. Who exactly might these leaders be? (Give some examples in the appropriate box)						
3. What role might each of these types of leaders play in achieving the community need? Describe the role they could play.						

Taken from the Evaluation Sourcebook for Private and Voluntary Organizations by the American Council of Voluntary Agencies for Foreign Service.



LIFE CYCLE OF A PROJECT

LIFE BEFORE BIRTH

THE COMMUNITY
Its process of development exists already

Gestation period of a plan: After a good idea mates with a community need

Evaluation takes form from the day of conception

Youth

Youthful exuberence

The people most affected participate from the first in creating and nourishing this new life

Adolescence

Identity crisis

Doubts arise about what the project is achieving

Adulthood

Regaining confidence

Hard work with rewards not always clear, time for reflection and nourishing ideas

Middle Age

Renewal of Purpose

Change for the better perceived; but is it enough?

Old Age

Living out the Reality

An extension of life may be needed, if the energy is there.

LIFE AFTER DEATH

The Community development process continues.

BASELINE

Frequent checks of vital signs for good health

JOINTLY PLANNED ACTIONS

MONITORING
"How are we doing?
A constant dialogue among all involved.

IMPACT

Keep checking to detect ills early.

TOWARD DEFINED OBJECTIVES

MONITORING
"Are we doing what we wanted?"
See if the flow of benefits reach the right people

FINAL EVALUATION

The impact of a project is immortal. Its last judgment may open the way to a new life.

"What could we do differently?" — Surgery may be needed to prevent early death

"What did we learn?" — An autopsy or reincarnation assumed by the community

WARNING

The simplistic logic of many conventional evaluation schemes is anchored in the technocratic project concept, which has grown increasingly sophisticated, demanding and rigid over the years, and further out of touch with reality. Refined technocratic project plans frequently inhibit creativity, spontaneity and the ability to make mid-course corrections and to seise unpredictable targets of opportunity that arise. Evaluations should look for the unexpected, not simply the planned outcomes.

Philip Coombs
Impact Workshop Report,
p. 6, (REF. 1)

THE PVO

A decision needed... do we continue to support the project? — has our thinking about what is a better life changed? — can we make this project's life more meaningful?

THE DONORS

(where applicable)

They will hold us accountable for our deeds and the use of their resources bequeathed to us.

STEPS TO PROACTIVE PLANNING

1. Identify the goal - A goal is a broad general aim or mission. It is what you want to happen as a result of your efforts, e.g., "to raise the standard of health of the village people by improving village sanitation and cleanliness."

2. Outline specific objectives for achieving the goal - From one project goal, several specific objectives may emerge. A well-defined objective will clarify in detail what the tasks will be for reaching the goal. Objectives specify

    - for whom the project is being done;
    - by whom;
    - within what period of time;
    - where; and
    - what we want to accomplish.

    Objectives are clearly measurable and can be evaluated. Clear objectives are crucial to proactive planning, e.g., "during the first 4 months, work with my counterpart conducting 10 home visits discussing sanitation and health with family members."

3. Anticipate possible obstacles - Good proactive planning should try to identify possible problems and how they may be solved, e.g., a possible obstacle to the above objective would be language ability to conduct home visits. A solution would be to study the language before attempting the visits, or have the help of a translator.

4. Identify resources - To successfully complete your objectives, you may need some resources, i.e., other people, information, materials, and/or money. Knowing these resources and planning how to obtain them will be a key to successfully completing your project, e.g., you may need a language tutor and may need money to pay for this.

5. Evaluation measures - A good plan must include how to measure if you are meeting your objectives and goals. Evaluation is something that should be on-going, which allows you to make minor adjustments or changes before completion. If your objectives are very specific, then evaluation can be based on them - did you accomplish the specific task?

6. Documentation - Planning is not something you do and keep in your head; clear work plans help you in your daily, weekly, and monthly tasks. It is important to document what you plan to do but also to document the implementation as you do it. Keep records of what steps you take, what obstacles you encounter, how you overcome them, what creative solutions you use, and what evaluation measures you use. This will be important in looking at the development of the project and its success; likewise, it can be shared with other Volunteers involved in similar projects.

PROACTIVE PLANNING CHART

GOAL:

Objective: #				
Tasks	Target Date of Completion	Resources Needed	Obstacles	Contingency Plan

ROLE PLAY #1: PEACE CORPS VOLUNTEER
(Participant)

You are a new Volunteer who has just arrived at your assignment site after 3 months of Preservice Training. This morning you have a meeting with your supervisors where you hope to learn what their expectations are for you over the next two years, and, in turn, you plan to tell them your job expectations.

ROLE PLAY #1: SUPERVISOR
(Host Country Representative)

You requested that a Peace Corps Volunteer be assigned to your project. You have never had a Peace Corps Volunteer work for you before, but you have known of Peace Corps for some time, and your impression is generally favorable. You are not sure yet how much responsibility to give the Volunteer, and had in fact decided to hold off for a while to see how capable s/he is first. You are just about to have your first meeting with the Volunteer, who arrived the day before.

When the Volunteer asks questions regarding his/her job assignment, answer in very general terms. When the Volunteer presents his/her job expectations, probe and seek clarification. Don't be gentle.

If the Volunteer is able to articulate his/her job expectations clearly and confidently, tell the Volunteer that you appreciate these expectations, and that you will see what can be done. Ask the Volunteer to come back and see you tomorrow at the same time.

If the Volunteer is not able to articulate his/her job expectations clearly and confidently, tell the Volunteer to come back and see you when s/he has had more time to think about the job assignment.

ROLE PLAY #2: PEACE CORPS VOLUNTEER
(Participant)

You are a new Volunteer who has just arrived at your assignment site after 3 months of Preservice Training. This morning you have a meeting with your co-workers, where you expect to get a clearer picture of their job duties and responsibilities, as well as a clearer idea of how your job assignment might complement their own. You are not sure if your supervisor (who will not be attending) has as yet clarified your role with them.

ROLE PLAY #2: CO-WORKERS
(Host Country Representative)

You are about to have a meeting with the new Peace Corps Volunteer. Your supervisor notified you of the meeting yesterday, and mentioned only that it would be informal. The purpose of the meeting, as explained by your supervisor (who will not be attending), is to meet the new Volunteer and to talk about the program.

You have never worked with a Peace Corps Volunteer before, but you have worked with expatriates from other countries. You are generally suspicious of expatriates. You feel that because they are American or European, they are given more decision making power and job responsibility than is sometimes merited. You also view them as being, for the most part, arrogant and condescending.

ROLE PLAY #3: PEACE CORPS VOLUNTEER
(Participant)

You are a new Volunteer who has just arrived at your assignment site after 3 months of Preservice Training. This morning you have a meeting with the Village Council of your community. You requested the meeting for protocol reasons, but also because you are eager to establish a professional working relationship with the community leaders.

ROLE PLAY #3: VILLAGE COUNCIL MEMBERS
(Host Country Representative)

You are about to have a meeting with the new Peace Corps Volunteer. You have heard that the Volunteer requested the meeting, which surprised you; other Volunteers who have lived in your community in the past pretty much went about their own business in their own way.

You are anxious to find out what the Volunteer has in store for the community. You have heard of Peace Corps Volunteers who have built schools and dug wells - one Volunteer a few years back, you have been told, even built a bridge.

CASE STUDY OF A DEVELOPMENT WORKER: JOE
PART I

This is a case study of a Peace Corps Volunteer working in cooperatives. He viewed his position as an important one, working in the beginnings of the country's Cooperative Movement.

After nine months on the job, the Volunteer found that he was concentrating on one rice cooperative. It had taken a good part of the first nine months of his stay to settle into his town and building relationships with the townspeople he considered key to his success as a cooperative worker. He applied the same process to the job, establishing contacts and building relationships with those in the Ministry of Agriculture on whom he knew he would eventually have to rely. This he did on both the headquarters and district level. This work was slow and frustrating, but within nine months the Volunteer felt he had established some very strong relationships with many people in the Ministry and town. Needless to say, he knew most of the agriculture volunteers in the country and often spent time with them, talking over their frustrations.

While all this was happening, the Volunteer was in the process of defining his job. Although he was supposed to work with six budding cooperatives, he found himself spending more and more of his time with the one cooperative in his town. This was partly due to the difficulties he had in obtaining gas from the Ministry, partly due to the Minister's interest in the project, and partly due to the high visibility of the cooperative (it was on the main road).

He became the key advisor to the cooperative, working closely with the chairman of the cooperative and the board of directors. He spent a considerable amount of time with each of the twenty members of the cooperative as well. The result of his work was a group of very enthusiastic farmers whom he had taken from skepticism to active participation in nine short months. They had agreed to start a communal pilot rice scheme of some 40 acres, using one piece of land that they had obtained from the clan chief.

One measure of the members wariness in spite of their enthusiasm was that each cooperative member made sure that his own traditional plot of land was prepared for the upcoming rice season. During the time that the Volunteer was building up the members' enthusiasm, he had to cope with many periods of depression, when he felt that he would not be able to bring the members to a state of readiness in time for his first full season. In fact, it took a full four months for the members and their leaders to decide that the project was at least viable with a fair chance of success.

To reach that point, the Volunteer and the chairman of the cooperative had together arranged for certain commitments from the Ministry of Agriculture. The Ministry carried out a soil survey, promised fertilizer, and helped to arrange a loan with which the members of the cooperative bought the fertilizer. The Ministry promised to supply improved rice seed, and the members had raised money for the seeds. This money they sent to the Ministry via the Volunteer (when he was going down to the capital for his gamma globulin shots) some two months before the seeds were due to arrive.

By the end of April, the members and the Volunteer were fairly satisfied with their progress. A plot of land had been selected and prepared by the members. The fertilizer had arrived and was stored in a shed attached to the Volunteer's house. A number of technical advisors from the Ministry and UNDP had visited, each giving a lecture or demonstration. The money for the seed was with the Ministry, and the Director of the Division had promised that the seed would be available by mid-April.

By the middle of May, four weeks late, the seeds had not yet arrived. The Volunteer and cooperative members were becoming worried. People were expecting the first rains by late May or very early June, and the rice had to go in just after the first rains or the yield would probably be severely reduced.

Finally, the chairman of the cooperative and board of directors met in a special session to talk over the tardy seeds. After several hours of palaver, they decided to send an urgent message to the Division Director in the capital city inquiring about the seeds. The chairman, whose brother worked for the Ministry in the nearby county seat, suggested using the Ministry radio network to send a message to capital city.

The Volunteer mentioned that the radio was not in good working order. By chance, the Volunteer knew that the Peace Corps mail truck was due to pass through the town that afternoon on its way to the capital. The members agreed and the meeting ended with the chairman and Volunteer drafting the letter to the Director of the Division.

As the Volunteer and the chairman composed the letter, the Volunteer decided to send the letter to the Peace Corps Agricultural Programmer, asking him to take it by hand to the Division Director. If nothing else, he felt that the letter may carry a little more weight if the agricultural programmer discussed it with the Division Director personally.

The Peace Corps mail truck arrived a half hour later and the letter was sent off.

CASE STUDY OF A DEVELOPMENT WORKER
PART II

Three days later, when the Peace Corps mail truck was returning up country, the Volunteer received a letter from the Agricultural Programmer in the capital city. The Ag Programmer had visited the Division Director, and had obtained an assurance from the Director that the rice seeds were just being arranged and should be on their way within the next ten days. The Volunteer visited the chairman and board of directors and the group was considerably reassured by the Ag Programmer's findings. They adjourned to a local bar to celebrate their good fortune.

Ten days later, the first rains fell, good soaking rains which promised a good year if only the seeds were on hand for planting; however, they had not arrived yet. The Volunteer and the chairman called another meeting of the board of directors (although they had some difficulty in contacting some directors because they were out on their own lands planting their own rice crops).

During the meeting, the group decided that they had at the most another 2-1/2 weeks to get the seed in the ground. After that, if would be almost too late. They decided that more urgent action was needed, and began to make plans to send a delegation to the capital to trace the missing seeds and to try to bring them back with them on their return. Plans were made, but when they began to talk about transport, it was found that no one could afford the trip out of their own pocket. The treasurer of the cooperative was consulted, but it was found that almost all the cooperative's funds had been sent almost two months earlier to pay for the seeds. They had no cash on hand.

One of the members then asked the Volunteer if he could go down himself, using his own vehicle. The Volunteer's vehicle was not in working order, and so that option seemed to be useless. The Volunteer began to feel the pressure build, for he knew the next ten days were going to be crucial to the success of the cooperative. After giving it some thought, he decided to pay for taxi fare out of his own pocket for the trip. The Volunteer also wanted to involve someone else from the cooperative, so he asked the chairman if he would accompany him and agreed to fund his trip for just this one time.

The next morning, the Volunteer and chairman left for the capital.

CASE STUDY OF A DEVELOPMENT WORKER
PART III

The next morning, the Volunteer met the chairman at the Ministry headquarters, and they together went to see the Director of the Division. When they went into his office, the secretary informed them that the Director was attending a conference on the "Cooperative Movement in Africa" in Lagos, Nigeria and would not be back for another two weeks. Acting in his place, she said, was the newly appointed Deputy Director of Cooperatives.

The Volunteer and chairman went in to the new Acting Director's office, a man whom the Volunteer had never met but the chairman knew from early grade-school. After some reminiscences by both the chairman and the Acting Director, the Volunteer broached the problems that he was facing. Speaking on behalf of the cooperative, he outlined the problems to the Acting Director stressing the promises the Ministry had made to him, and strongly asked for some "immediate action". The Acting Director was not familiar with the case, and was not sure what authority the Director left with him to deal with the situation. However, he promised the Volunteer that he would look into the matter and asked him to return the next morning. The Volunteer, although unhappy with the response, agreed. After he left, the Chairman and the Acting Director continued to share memories, and the Acting Director invited the chairman home for lunch with his family.

Up to this point, there were a number of different reactions from the persons involved. The Volunteer, under pressure for the success of his project, felt upset by what he regarded as a Ministry's "betrayal" (his words) of his project at a crucial moment. He did not know the Acting Director, and was not sure that he would come up with the seeds. The Acting Director, on the other hand was confused by the whole matter. He had been transferred to the Division only two weeks before, and was only just beginning to get his feet on the ground. He was happy to see his old friend, the Chairman, but was a little upset by the somewhat abrupt manner of the Volunteer. (This he decided was nothing to be concerned about, and was probably just the normal way this American acted.) The Chairman, who was not used to working at such high levels of the Government, was a bit overawed by the situation, and was worried about what the lack of rice seed would do to his food supplies and his reputation but assumed that the Volunteer had everything under control.

The Acting Director spent most of the afternoon tracking down the various arrangements that the Director had made for this cooperative, and finally determined that the seeds were indeed on hand and only required some final processing and packaging and they would be ready--perhaps within a week or so. Some seeds had already gone out (they had only two trucks available for transport) to some cooperatives and other buyers, and it turned out that this Volunteer's request was one among another 156 left to go.

CASE STUDY OF A DEVELOPMENT WORKER
PART IV

The next morning, as the Volunteer was collecting his mail at the Peace Corps mail room, he ran into the Ag Programmer who asked about the problems that he was having. After listening to the events, the Ag Programmer mentioned to the Volunteer that the United States Embassy had a self help fund from which he might qualify for assistance in buying the seeds. Part of the arrangement, however, was that the Volunteer would have to take responsibility for the funds and project, for a national was not allowed to do so. The Volunteer was glad to have another option available, and said that he would look into it before he left.

After leaving the Peace Corps office, the Volunteer returned to the Ministry to see the Acting Director. Although the Acting Director promised that the seed would be available in three days, he said the Volunteer would have to arrange his own transport; however, the Volunteer also noticed that the Acting Director was very abrupt and cool towards him. The Volunteer left the Ministry unsure about the promise that the Acting Director gave him, and did not really trust his promise, anyway.

The Volunteer knew that if he did not obtain the seed within the next week, it would be too late. To keep his options open, he decided to go the Embassy to investigate the self-help fund.

The Embassy Officer cordially welcomed the Volunteer, and said that they would process his request in a hurry and would have a decision for him in three days.

The Volunteer then met the cooperative chairman, and together they caught a taxi back to their town. On the ride up, the Volunteer was very happy with the results of their trip, and explained enthusiastically the two options that he had worked out for the cooperative. From at least one of the sources, he told the chairman they should be able to get the seed by the end of the week.

CASE STUDY OF A DEVELOPMENT WORKER
PART V

The seeds finally arrived. The Embassy turned down the Volunteer's request because they "needed at least four weeks" to fully investigate the project. The Volunteer had finally gotten his pick-up in working order and had gone down to the city to collect the seeds personally at the end of the week.

Unfortunately, the seeds that arrived turned out to be of poor quality for the Volunteer had been given the wrong sacks of seed from the warehouse. The yield for that year promised to be a very poor one. A month or two later, the Volunteer noticed that the members of the cooperative did not attend their meetings as enthusiastically as they used to.

(Adopted from P.C. Training Program in Liberia (1973). Developed by Jack Kolkmeyer, James McCaffery, Ed Salt, James Tashima. Revised 5/83 by Marion S. Vittitow)

CASE STUDY OF A DEVELOPMENT WORKER: PAULINE
PART I

15 April

Dear __________,

Well, I've arrived in my village at last. Now that training is over, I can put to good use all the things we learned about alternative kinds of education, as well as my training as a nurse. By the way, I just received my certificate from nursing school. I guess this is my first real job. Where can I start? Well, our program manager was right: it is a storybook setting, with snowcapped mountains and billowing clouds. But I don't know about the rest of the story. He told me that my counterpart, the auxiliary nurse, would be perfect, since she seemed so open to new ideas, and already knew about the book, Where There Is No Doctor. Well, she hasn't shown up yet, so I can't tell. But if this first week is any indication, I am not sure how much she is really involved with the community. The health center is locked, and there is a note that says she will be right back.

So, I got here by bus and foot and truck and car, and lo and behold, the community center where I was supposed to live isn't finished yet. And no one was expecting me. And I stood there wondering what would be the right thing to do. It was too far to return to the city, and anyhow, I'd been here during the practicum and sort of know a couple of families. I went to the house where I'd stayed during the practicum, and they welcomed me with (you guessed it) a big bowl of potato soup. It is what they eat three times a day, and how were they to know that's what I'd been eating all during training when I lived with the family there. They gave me the fanciest "room" in the house: an alcove with a curtain.

There are seven kids, the mother and father, a skinny dog, and a couple of chickens scratching around. They are poor, but I guess not as poor as some other families around. At least they have plenty of potato soup.

The kids love my stuff, and use my room as their playing area. I think I'm going to have to get a room of my own pretty soon, but this is OK for now. So far this week, I've gone to the school, talked with the community leaders (I think that's who they are) and visited around. Still no nurse, no doctor, no support system. But I will be patient, as we learned in training. I'm sure the pace will pick up sooner than I think.

I'll write again soon.

Love,
Pauline

Taken from the Health Education Training Model developed by Laura Goldman.

CASE STUDY OF A DEVELOPMENT WORKER: PAULINE
PART II

28 April

Dear ___________,

The nurse is here, and she is nice. She had gone to the city before I arrived to see someone at the Ministry of Health, and got involved in a family crisis, so she had to stay in town. But now that she is back, I can get into the health center. And it is constantly busy: scratches, cuts, diarrhea and dehydration, fevers, t.b., pregnant women--a textbook of illnesses and conditions. Including mine: I have been sick off and on for what seems like forever with diarrhea and vomiting and headache. The family insists that I eat more, but I just can't eat any more potato soup for breakfast. I need my own place and a stove and some privacy. But still no word on when (or if) the community center will be completed.

I went into the capital last week and the Peace Corps nurses really laid into me about not having a latrine at my site, and not being more careful about my health. They said I had giardia, amoebas, and who-knows-what-else.

I wrote a booklet on latrines (oh, the irony) and PC will probably use it after the language gets corrected. Maybe like a comic book. Oh, here's a good story: the latrine project at my site (sponsored by a government agency) is a mess. Thank goodness I wasn't involved in it when it happened. The nurse collected money from 16 families to purchase latrines and gave the funds to a sanitary inspector who "lost" the money. So now we are at a loss as to what to do about it. Other than that there are the usual hassles that I am starting to understand. Plus the curative work. Such is the life of a dedicated PCV.

Bye for now - Pauline

CASE STUDY OF A DEVELOPMENT WORKER: PAULINE
PART III

12 May

Dear __________,

I bet you are surprised to get so many letters in a short time. But I am so excited, I just have to write. I went to work at the health center today, even though the nurse isn't around much these days (she keeps going to the city, saying she can leave the work with me since I am an "expert"). The morning was the usual--treating kids with diarrhea, cuts, etc., and trying to explain in my broken Spanish why I won't give vitamin injections. I also talked to a bunch of people about finishing the community center so I can move in. I'm full of exciting ideas, and am trying hard to hang on to them while I wait for the people to "gain confidence." I went home for potato soup, came back, and found my enthusiasm was dropping and wondered why I am even here.

Then, a woman came in with a stomach ache. She said she was five months pregnant, but it looked more like eight or nine. I felt one head up, and maybe another one down. Only one fetal heart tone, and so I said no use being "where there is no doctor," and went to the health subcenter an hour away. The doctor had taken the day off and locked the door. So we caught a truck to the hospital in town a couple of hours away, where all but one doctor had taken the day off. The guy who was there looked really young, and didn't seem very experienced. He couldn't find any heart tone and just said everything was fine. Go home and come back during regular hours for a check-up. We went home and I almost got to my house when a young man came running up begging me to help his wife. She was having a baby. So I got my delivery kit and we ran what seemed like miles in the high altitude. No one was at the house. We went back to the road, where they were--three women and three kids--standing in the path over the woman, who was obviously in labor. We tried to get to the nearest house, but she couldn't. Her water ruptured, and I thought, uh-oh, this is a real-life role play! The baby's head was already out, and I caught him before he fell to the ground. "It's a boy! And he is strong and healthy!" I said. And suddenly noticed that nearly all of the village was watching. We waited for the placenta, and I checked the baby over. There was nothing in the kit to cut the cord, so I did what I could with a knife dipped in alcohol. I know the mother hasn't had a tetanus shot, but what could I do? Everything went OK, and the sun began to set on the next ridge as we went to a neighboring house. I massaged the uterus and tried to get the baby to suck at her breast. The uterus wouldn't stay firm, and baby wouldn't suck, and I was exhausted. I left the husband to massage his wife's belly, and promised to come back tomorrow. Suddenly the village has regained the glow it had when I first got here for practicum. All the bright ideas for projects brightened more, and I felt a wonderful surge of energy. I even enjoyed the bowl of potato soup for supper.

I look back on these few weeks here and smile... I feel like a yoyo going up and down. First, getting here, then visiting other people in the group, and having to say goodbye to the two women who were leaving early, then up again with ideas, down again with diarrhea, and now a high from delivering my first baby and having it turn out well.

It's midnight now, and my eyes are dropping, and my candle is burning low. What can I say except this must all be a part of the life of a dedicated PCV.

Love,
Pauline

CASE STUDY OF A DEVELOPMENT WORKER: PAULINE
PART IV

15 May

Dear ___________,

Well, the roller coaster ride is OK right now, but the past week has been hell. The community president said there was no way I could live at the community center. They are going to use the room for supplies. I said if you think supplies are more important than a nurse, fine, I'm leaving. I have been so sick, and the PC nurses have given me an ultimatum: either I get my own place by the end of the month or I am out of here. I am still losing weight, and it seems that I am always sick with something--either diarrhea or a cold or an earache or all of the above. I'm tired of playing games with the community leaders.

The work is good: people come all the time to the health post (the nurse comes about once a week, maybe) and I've been making house visits to inject a t.b. patient, see pregnant women, and do the usual checking on diarrhea, dehydration, skin infections.

So, the day I talked to the community president I decided to go into the city just to do errands and catch my breath from all of this. A woman whose kids I have treated came running out to the road. "Oh, don't go, please stay," she said. I told her I had no choice, but she said, "The community leaders are men, they don't understand what you do here, like deliver babies and take care of our children. If you go, no one will come up to help us." She said she had a room in her house, near the health center. I went there and saw a door missing a lock, a dirty room, near a family, animals, and community life. It had an electric bulb connected to a generator, a low ceiling, and looked like heaven. "Can I cook meals in here?" Of course, anything you want, just don't go. It felt good to be needed. I decided to use my bargaining position: "Can I build a latrine, put a lock on the door?" Yes, yes. So, I agreed, and went back to my old house instead of going to the city. When I returned to the new place, they had cleaned it out, put a table in, and made me feel like royalty.

The next day I went to the city and got all my money robbed. But they didn't find the money I had hidden behind my PC I.D. card, which was turned in at the Post Office! Then back to the village, to potato soup. It's gotten so that now when I do home visits, I carry my black bag in one hand and my pants up with the other. No joke.

And I started to move in. Ah, what pleasure, making furniture (simple stuff) and setting up a stove. The first night, I made lasagna and slept like a baby.

The only downer right now is the sickness and the feeling of being isolated from other PCVs. But I really enjoy the health center work and the home visits. But when, oh when, will I get to do some of the creative stuff? Time will tell. I think I am going forward, in little tiny steps.

Write when you can--

Love,
Pauline

CASE STUDY OF A DEVELOPMENT WORKER: PAULINE
PART V

29 May

Dear __________,

Where did I leave off? The Perils of Pauline continue, and the adventures are still exciting. I am in the city, and the way things are going, I am sort of afraid to go back to the village and find the health needs have gathered more momentum. I'm here for a regional meeting, and the program manager has offered me a plum of a job, but I don't know about taking it. A real conflict.

But first, let me tell you what has happened since last I wrote. The auxiliary nurse showed up, as usual on her once-a-week visits, but this time with a vaccination campaign from the Ministry of Health. I took names and updated cards. She gave immunizations: 45 kids in a morning. By 1 PM, I had a pounding headache. She invited the doctors to my room for coffee (I haven't even unpacked yet!) and fortunately they refused. She came in anyway, and started ransacking the place for something to eat--helping herself to the goodies I'd gotten in the city--cheese, peanuts, good bread. Finally, they all left and I took a sigh of relief, then tried to put my food back in boxes so the mice wouldn't eat it. The health center was a disaster area from the vaccination campaign; I guess it is my job to clean up after the doctors...

So, just then someone called me from the road. A boy, saying his mother was in pain since yesterday and could I come see? Another baby story: so we hiked up the hill for what seemed like kilometers, and got to a dark house with a lot of kids running around. Smoke filled my eyes as I went in, and I couldn't see where she was, or anything for that matter. Finally, my eyes adjusted and I examined her. I could hear the fetal heart tones in about any spot, and it felt like the head was still floating. Not a job for me. Better to go to the hospital. But there was no time to walk and catch a bus or truck and get into the city. Time for the "Plan B" we learned in training: time to "wing it." I go outside where someone is calling me: Juan with the t.b. wants his injection. I promise to go over after I leave here. I go back in and a baby is crying. The mother is vomiting; I smell liquor. She's been drinking. I curse. I ask for a candle, and everyone looks at me blankly. Finally, I look at the baby, a small boy. A short umbilical cord, which I cut. The grandmother is anxious, why hasn't the placenta come? I try to get someone to hold the baby while I attend to the mother. Everyone already had a child in their arms. All of a sudden: What? A second baby comes out, a boy, same size. I dry him off with the UNICEF towel and cut the cord. They are huge for twins. Both seem normal. Finally the placenta comes and it has two umbilical cords--identical twins. The first is very quiet, and I wonder if he is breathing. He is, but I suspect he is hung over from the mother's drinking. I massage the woman's uterus, and say I will come back the next day. They want me to take one of the babies. I refuse, saying I can't accept it. I just had to go home.

On the way, a little boy gave me an egg for a gift. I felt as if I had a cold coming on. I did, and now is finally going away. Then, the week picked up speed: sick kids, newborn babies, t.b. shots, and on and on.

The school teacher came by the next day and asked me to speak to the parents' group about kids who need help in school. I went; he talked. He said if they didn't cooperate with me, he wouldn't let the kids in school. I thought that was a bit drastic, but... I need his support. Then another teacher called me. A kid had fallen and cut his head. It was a nice deep cut, and needed stitches. I tried a butterfly bandage, but it was bleeding too much and kept washing the bandage off. There was no way of getting to the hospital, and I wondered what to do. His parents weren't home, there was blood everywhere, and the doctor is not at the clinic in town. I've watched doctors suture a zillion times, and practiced a little during P.C. health training. I also know I am not supposed to do that, but I weighed the odds. And sewed him up. And checked for a concussion, and told him to come back the next day so I could keep checking him.

And the beat went on... more pregnant women, more mini-crises... women coming by to ask for the wheat-soy-milk blend. I know that the nurse hasn't started the supplemental feeding program this year yet, and there hasn't been time for me to do it. So I gave them couple of bags anyway. After all, the mice are the only ones eating it these days... then a couple of cases of scabies... then doing charts... cleaning the health center...

That night, someone came to my door to ask if I could help out at a birth. The woman was in labor, first pregnancy, baby's head down. Hospital case. The family beseeched me: No, don't make us go, women die at the hospital. I did a pelvic exam on her (the first woman to allow me to do that so far). Small pelvis. I worried a little. I spent the night on the floor. The next morning, I awoke to hear her in labor; still no change. The hospital, I said. We went down to the city, then to the bigger city where there is an operating room. The family was terrified. They told me horror stories about rural people and hospitals. I promised to stay with them. She finally had a Caesarean section and was OK. Back to the village, pack, and off to the capital, where I am now. What a week!

So, here I am on the horns of a dilemma. The Program Manager has this new and exciting job he wants me to take: organizing courses for health workers. Free reign to use Helping Health Workers Learn, do whatever course prep I want to, work with innovative people in the Ministry of Health. It sounds like the perfect job, except... I want to be here in the village, with the ones who need me most. I don't want to be a bureaucrat. But I look in the mirror, and I see this emaciated (but muscular, to be fair) flea-bitten body, and I wonder, what good am I doing?

I am loyal to the people in the village. They need me. Without me, who will help? I'm going to go back and get to work and think about it. I don't need to decide for a week or so.

If you have any wisdom to share, please send it air mail. I need some help in deciding."

Love,
Pauline

5 June (back in the village)

P.S.: I got home and started to build a latrine at my new place. But the man of the family came home yesterday and told me the hole was too close to the house, the boards on top would rot and it wasn't any good. There's no cement in the entire country (unless you're rich) and there aren't any pre-fab slabs available from the government agency, and I'm frustrated. So I asked him if he wanted to do the job and he said yes. Didn't say when, though. I'll fill you in as the story unfolds.

I'm staying dedicated, as hard as it is sometimes--

Love,
Pauline

Since 1961 when the Peace Corps was created, more than 80,000 U.S. citizens have served as Volunteers in developing countries, living and working among the people of the Third World as colleagues and co-workers. Today 6000 PCVs are involved in programs designed to help strengthen local capacity to address such fundamental concerns as food production, water supply, energy development, nutrition and health education and reforestation.

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